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ABSTRACT

This monograph contains eight papers and one bibliography resulting from an American Personnel and Guidance Association study of the role of the school counselor in career education. The articles are (1) Contrasts Between the Guidance and the Career Education Movement, discussing their similarities and counselor involvement; (2) The Comprehensive Involvement of the School Counselor in Career Education, emphasizing his role in career guidance program development: (3) Career Education, Career Guidance, and Career Development, synthesizing definitions from the literature, agencies, organizations, and educators: (4) Preparing the School Counselor to Function in Career Education, focusing on pre- and in-service counselor preparation: (5) The Role of the Counselor in Elementary School Career Education and (6) The Role of the Counselor in Secondary School Career Education, defining needs, goals, and counselor involvement; (7) School Counselor Collaboration with Teachers and Other Education Personnel in the Delivery of Career Education, emphasizing active involvement, additional training, and a supportive environment; and (8) School Counselors as Interpreters for and of the Community, describing school-community collaboration. The bibliography on career education, guidance, and development is divided into books; periodicals: pamphlets, papers, reports, brochures, miscellaneous: and state and local plans. Materials are indexed by five subject areas: preparing the counselor, grade level, collaboration, program planning, and counseling with special populations. (YLB)

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The School Counselor's Involvement In Career Education

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1980

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Project Overview

During the period, October 1, 1978 to September 30, 1979, the American Personnel and Guidance Association conducted an extensive study of the role of the school counselor in career education. This work was done under a contract with the Office of Career Education of the United States Office of Education (Contract #800-78-0555).

The ultimate aim of the project was to draw more careful distinctions between the various roles which the school counselor is being asked to assume in career education, career guidance, and career development, and thereby seek to achieve wider agreement as to what needs to be done to improve the guidance and counseling function and consequently the training programs which prepare individuals to perform this function.

In fulfillment of this objective, the project staff and selected consultants conducted a series of activities that have led to the preparation of this report on the role of the school counselor in career education.

These activities are outlined below in the order in which they were conducted:

1. Collected and analyzed the literature on the function and purposes of career education, career guidance, and career development, and the specific relationship of the school counselor to these functions.
2. Collected and analyzed information on exemplary career guidance programs, methods, and practices.
3. Prepared a series of issue papers on a variety of topics related to the role of the school counselor in career education.
4. Conducted a series of seven regional conferences to analyze the issue papers and to solicit input from counseling practitioners, trainers, supervisors, and related school and community personnel as to the role of the counselor in career education.

5. Conducted a national conference in conjunction with the APGA convention. The conference was designed to permit continued analysis of the issue papers and to provide skill building experiences for participants in the area of career guidance program development.

6. Analyzed the input derived from the regional and national conferences. This analysis included the administration of a special synthesis conference where selected counseling practitioners assisted staff and consultants in outlining a comprehensive statement on the counselor's role in career education.

7. Prepared a comprehensive set of project papers which present an expanded role for counselors so that practitioners, trainers, supervisors, and decision-makers consider with respect to the relationship of the counselor to career education, career guidance, and career development.

These papers were then presented to a forum of leaders from the fields of career education, career guidance, and career development for analysis and comment. The advice of this panel of nationally recognized authorities will assist APGA in disseminating the project findings to the members of the counseling profession.

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Contrasts Between The Guidance And The Career Education Movements

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INTRODUCTION

The exact role of any segment of society in career education is best determined by its members, not by specialists in career education. That is why OE's Office of Career Education has awarded a contract to the American Personnel and Guidance Association (APGA) to study and clarify the role of the counselor in career education. Similar contracts have also been awarded to several other professional associations, each of which represents a particular segment of education.

The purpose of this paper is to comment on what I perceive to be a number of significant historical contrasts between the relatively older guidance movement and the relatively younger movement called "career education." I am acutely aware of the obvious high degree of bias that I bring to this assignment. Both "guidance" and "career education" are movements composed of a number of "camps," each of which views the movement from a different perspective. Obviously, I belong to only one of those "camps" in both of these important movements. I speak here only for myself, not for either movement.

Paper presented to the School Counselor and Career Education Conference, American Personnel and Guidance Association, Las Vegas, Nevada, April 1, 1979.

This paper is divided into three parts. First, I want to present what seem to me to be some basic similarities between the conceptual basis on which both of these movements are formed. Second, I want to outline some perceptions of what has happened to change the nature of the guidance movement over the last 60 years. Finally, I want to conclude by specifying some hard decisions to be faced by the guidance movement with respect to the current evolving nature of career education.

THE CONCEPTUAL BASIS OF GUIDANCE AND OF CAREER EDUCATION— SOME HISTORICAL CENTER SIMILARITIES

The guidance and career education movements share in common three basic conceptual bases in terms of their historical beginnings. Each holds important implications for today's counselors as they consider their possible roles in career education.

First, both movements were born out of a concern for education/work relationship problems facing persons in our society. This can be easily seen if the definitions of "guidance" used by Frank Parsons and the definition of "career education" used by the Congress in writing the Career Education Incentive Act—P.L. 95-207—are contrasted. Parsons, you will recall, defined "guidance" as *choosing, preparing for, entering upon, and progressing in an occupation.* The Congress defined "career education" as *career awareness, exploration, planning, and decision-making.* In spite of differences in meaning today between the words "career" and "occupation," the basic similarity in these two movements as attempts to respond to the basic societal need to help individuals solve problems of education/work relationships is clear. American society has supported attempts to meet this need for more than 70 years. Both "guidance" and "career education" gained their initial acceptance through contending that they held potential for meeting this need.

Second, early attempts to provide a conceptual framework leading to definition of the movement bear great similarity when the guidance and career education movements are contrasted. These include such bedrock concepts as (a) the God-given right of each individual to *choose* her/his own destiny is of paramount importance —(remember, the first action word in Parson's definition is "choose"); (b) the need for the movement is lifelong and includes individuals of all ages; (c) the effort is more properly thought of as a community effort than as an effort of the education system alone—(remember, Parsons started his work with young adult men in a YMCA, not in a school building); (d) within education, the key "actor" in delivery of the effort is the classroom teacher—(remember Ruth Strang and the "every teacher is a counselor" days?); (e) the movement is developmental/preventive, not remedial in nature and is intended to be applicable to *all* persons; and (f) the movement is organized around the basic theory and research in career development. In all six of these ways, guidance and career education, in terms of their *beginnings*, share some important basic definitional concepts. Some counselors still believe in these basic concepts that formed the bedrock for the beginnings of the guidance movement. Those who do are sure to share much in common with today's career education "crusaders."

Third, and by far the most important, both the guidance movement and the career education movement have evolved more as basic *system solutions* than as a tailor-made response to a specific problem. Both have emphasized their potential for *providing help to individuals* much more than they have emphasized the *presence of a problem*. The bedrock parameter these two movements share here is *help-giving*. This perceived basic potential for help-giving has led both movements to expand their concerns—and their claims for effectiveness—far beyond the specific area of work/education relationships. This has led some persons involved in each of these movements to forget why their movement was created in the first place. It has been both a "blessing" and a "curse"—a "blessing" in the sense it has afforded expanded opportunities to serve, and a "curse" in that it inevitably leads to accusations of over-promise and under-delivery. Even more, as *system solution efforts*, both movements have called for basic changes in the American system of education, thus lending themselves to constant criticism on the part of the many who resist change. Operating as a system solution is a "cross" that both guidance and career education have had to bear.

CHANGES IN THE GUIDANCE MOVEMENT: THE LAST 60 YEARS

With such obvious historical parallels in early beginnings, it now seems appropriate to examine the older of these two movements, namely, the guidance movement, in terms of how it has changed in ways that have assured its survival and growth over the last 60 years. Having been personally a part of the guidance movement for only a little over 30 years. I must draw primarily on the literature and on what I learned in my first few years in the field from a number of early guidance leaders, almost all of whom are now dead. I include here my early contacts with such former leaders as (a) Harry Dexter Kitson, (b) Harry Jager, (c) Cliff Froehlich, (d) Dolph Camp, (e) Floyd Cromwell, (f) Frank Sievers, (g) Harry Smallenberg, (h) Ed Roeber, (i) Ralph Bedell, (j) Bill Dugan, (k) Nancy Wimmer, and others—some of whose names are probably unfamiliar to many of today's counselors.

In doing so, I want to limit my remarks to those observations which, to me, hold the greatest implications for the possible future of career education. That is, I make no pretense that this view is either comprehensive or free of bias. I am concerned only about giving today's counselors a perspective they may find useful in considering the counselor's role in career education.

First, I would contend that, with a few notable exceptions (e.g., Meyer Bloomfield in New York City; Detroit, Michigan; and St. Louis, Missouri) it was not until after World War I that guidance began to become a popular topic in American education. During the 20 years between 1918 and 1938, the guidance concept was championed in American secondary education primarily as a school system-wide effort to provide help to students in educational/vocational decisionmaking. The notion of involvement of *all* professional educators, coupled with efforts of the broader community, was the primary "banner" under which guidance operated. Guidance was viewed as a *concept*, not as a *program*. As a result, it is most difficult to determine the extent to which the concept was implemented in American education during this period of time. It seems clear that it was generally regarded as "a good thing" but no one seemed to know, for sure, exactly what this "good thing" was nor how extensively it was being applied.

Beginning in 1938 with estabishment of the first guidance branch in USOE, the primary way of measuring progress in the guidance field shifted from measuring the nature and extent of *community efforts* to counting the number of counselors who had been employed. Ever since then, this seems to have been the prime criterion used in assessing the "growth" of the guidance movement. It is now common to talk about "growth" in guidance by pointing to the fact there were fewer than 50 school counselors prior to 1920, 3,800 by 1938, 8,200 by 1946, 14,000 by 1953, and over 40,000 today.

Between 1938 and 1958, this effort of the guidance movement to increase the number of counselors was accomplished through a combination of factors including (a) appointing a state supervisor of guidance in every state department of education, (b) establishing counselor certification requirements for school counselors, (c) establishing professional associations of counselors (including the eventual merger of several of these into APGA in 1952), and (d) establishment and operation of counselor education programs. I was both a school counselor and a counselor educator during this period of time. As I recall, my perceptions of what I was to do, as a school counselor, were still heavily weighted toward (a) an emphasis on career guidance, (b) an emphasis on encouraging classroom teachers to participate in the guidance function, and (c) an emphasis on getting community involvement in the total guidance effort. As a counselor educator during that period of time, I recall that relatively few school systems were employing counselors. However, those who did so knew why they needed them and what they expected them to do—the primary emphasis was clearly on educational/vocational guidance.

Since 1958, with the passage of the National Defense Education Act, the preoccupation of the guidance movement with increasing its emphasis on the counselor—and decreasing its emphasis on the earlier conceptual basis for the guidance movement—has increased still more dramatically. Funds available under Title V-A of NDEA were used to encourage still more K-12 school systems to employ counselors. Funds available under Title V-B were used to increase greatly the quantity—and hopefully the quality—of counselor education programs. Additional "weapons" for use in increasing the number of counselors were found by including a requirement for "counselors" in the regional accrediting commission standards and by emphasizing still further the importance of professional standards for counselors—and for counselor education institutions.

There is no doubt but that, to the extent the goal is considered to be simply increasing the number of counselors, one would have to conclude that the guidance movement has met with remarkable success over the last 60 years. However, to the extent the goal is viewed as one of furthering the growth and implementation of the basic concepts of guidance, I would contend the "record of progress" is not nearly so positive. There has been, in my opinion, a very heavy price paid by the guidance movement in order to attain its goals of increasing the number of counselors. That price can be seen in each of the three conceptual bases of guidance outlined earlier.

First, in terms of viewing the primary guidance mission as that of helping persons solve education/work relationship problems, it seems safe to say that there is no general consensus, among professionals in guidance, that this *is* their primary role. Many do not see this function as *any* part of their current reponsibilities. Similarly, those who employ counselors have also learned to avoid viewing this function as their primary reason for doing so. By emphasizing the need for more counselors, we have, to some considerable degree, lost sight of the societal reasons that led to creation of the guidance movement.

Second, in terms of the basic guidance concepts outlined earlier, the guidance movement has moved away from its earlier emphasis on a school system-wide effort coupled with a broader community effort, and toward a position which assumes the mission will be accomplished through efforts of counselors alone. This has led to downplaying the importance and relevance of the word "guidance" and toward playing up the importance of two other words—namely, "counseling" and "counselor." More and more, the "guidance job"—whatever that may be—has been seen as "something that counselors do." As counselors have thus been led toward defining their functions in terms of things they *can* do by themselves, they have tended *not* to define their functions in terms of things—such as career guidance—that they *cannot* do by themselves. The result, in many settings, is that counselors are doing more and more—about less and less. I point this out as a trend, not as a criticism.

Third, many counselors have been caught in the "system solution trap" inherent in both the guidance and in the career education movements. Counseling, as help-giving, obviously holds potential for use far beyond guidance. As new mandates have evolved and filtered down through the societal system, counselors have been quick to claim that they have something positive to offer in meeting those mandates. As a result, in addition to "career counselors," we now see such specialists as "drug education counselors," "sex education counselors," "disciplinary counselors," "military counselors," "sex equity counselors," "special education counselors," and a host of other new counselor specialties. It is almost like saying "Counseling *is* part of the solution—what's the problem?" The trend toward viewing the professional counselor as one whose skills can be helpful in meeting a wide variety of kinds of societal mandates is an inevitable consequence of the "system solution" nature of the guidance concept itself. It is something which, as a trend, should be applauded, not deplored. At the same time, there is a tendency to respond to each new mandate through further isolating counselors from others who could help—and, worse, in isolating professional counselors from one another. This, too, is part of the price to be paid for emphasizing the two words "counseling" and "counselor" while deemphasizing the word "guidance." Specialization leads toward isolation.

As a result of these three "prices to be paid" for the remarkable increase in the number of counselors over the last 60 years, it seems to me that the guidance profession is now at a point where it may find it helpful and desirable to re-think its proper role and function in the larger society. I regard viewing the career education concept as one, among several, possible avenues for use in doing so.

THE EVOLVING NATURE OF THE CAREER EDUCATION MOVEMENT: IMPLICATIONS FOR COUNSELORS

As a movement, it seems to me that career education has evolved today to about the same point reached by guidance in the mid 1930's. This is a reference to the evolution and acceptance of the movement, not to a state

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of knowledge. Certainly, because career education has taken advantage of a great deal of knowledge—including that learned from the guidance movement—it is, in this sense, far ahead of where guidance was during the 1930's. In terms of conceptual evolution, career education is still committed to each of the basic concepts I listed earlier as ones common to both guidance and career education. In terms of societal acceptance, career education, like guidance in the 1930's, is generally regarded as a "good thing" in spite of the fact that many do not yet understand what this "good thing" is.

If professional counselors are now to make decisions regarding the extent to which they wish to join the career education "crusade," it seems to me essential that they do so by systematically considering and deciding on the appropriateness of their involvement in each of what I now call "the four faces of career education."

First, counselors need to decide the extent to which they wish to become involved in leadership and/or participatory activities in career education's attempts to provide all persons with general employability/adaptability skills. The 10 skills career education seeks to help impart include (1) basic academic skills, (2) good work habits, (3) personally meaningful work values, (4) understanding and appreciation of the private enterprise system, (5) self-understanding and understanding of educational/occupational opportunities, (6) career decision-making skills, (7) job seeking/getting/holding skills, (8) productive use of leisure time skills, (9) combatting bias and stereotyping skills as these acts are deterrents to full freedom of career choice, and (10) humanizing the workplace skills. Career education has contended that these kinds of employability/adaptability skills are badly needed to supplement the specific entry level vocational skills persons are now acquiring through our educational systems. For each of these skills, professional counselors now, it seems to me, must decide the extent to which they see themselves as appropriate providers of such skills. It seems likely that some will be viewed as ones where the counselor should play a leadership role, others where the counselor should play a participatory role, and, perhaps, still others in which counselors have little or no interest in becoming involved.

Second, counselors need to decide the extent to which they wish to become involved in career education's attempt to serve as (a) a new approach to basic educational change that depends on a "people change," rather than a "program add-on" approach to change, and (b) an attempt to help the education system and the broader community form an effective partnership in meeting the needs of persons for help in the work/education relationship domain. Again, the profession may choose to endorse and participate in one, in both, or in neither of these efforts. It is important that some decisions be made.

Third, counselors need to decide the extent to which they wish to become involved in participating in career education's efforts to serve as a vehicle for use in responding to the currently popular kinds of educational "mandates" that exist. Such mandates include those related, for example, to (1) "back to basics," (2) "better discipline in the schools," (3) "attendance," (4) "vandalism," (5) "sex equity," (6) "needs of persons with handicaps," (7) "needs of economically disadvantaged persons," and (8) "needs of minority persons." As each new mandate comes in as a "wave" in education, a basic conceptual movement—like guidance or career education—is faced with a choice of either "riding the wave" or "being engulfed by it." Since both guidance and career education seem likely to be caught in the position of "riding many of the same waves," it is logical to ask if they should ride them together or separately? Once again, there is probably no easy or universal answer to be found here. It seems likely that professional counselors will give different answers depending on which "wave" one refers to.

Finally, counselors need to decide the extent to which they wish to become involved in career education's attempts to restore dignity, respect, and personal meaning to two key words in our society—"education" and "work." A great deal of the career education effort is currently being devoted to conveying an understanding that the word "education" means something considerably more than the word "schooling" and that "education" is a vital factor in the well-being of our nation and its citizens. Similar effort is being aimed, by career education, at re-defining the word "work" in ways that allow it to extend considerably beyond the meaning of "paid employment" so as to include both paid and unpaid work done as part of the individual's total lifestyle throughout his/her lifetime. This, too, is a part of career education that our professional counselors can choose to join, to reject, or to ignore.

SUMMARY

The guidance movement and the career education movement share much in common in terms of their historical evolution and beginning basic concepts. It seems to me that, in its desire to ensure the presence of adequate numbers of professionally prepared counselors, the guidance movement has had to pay the price of moving away from some of these basic concepts. As I see it, career education offers the guidance movement an opportunity now to use its strength of numbers to return to the promotion of the basic concepts on which the guidance movement was founded. Career education, without doubt, desperately needs professional counselors as members of the career education "team." I hope this discussion has provided some rationale and stimulus for bringing the guidance and career education movements closer together. Those we both seek to serve need for this to happen.

The Comprehensive Involvement of the School Counselor in Career Education

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The needs of students form the basis for educational programs. In recent years, the career development needs of students have received attention through career education and career guidance programs. The role that school counselors play in programs designed to meet human development needs has also received attention from various sectors, including a concern from the U.S. Office of Education to "draw more careful distinction between the various roles which the counselor is being asked to assume in career education, career guidance, and career development . . ." (USOE, p. 1).

These emerging program emphases call for expanded roles and responsibilities for school counselors. An ideal position for counselors within such programs incorporates many traditional counselor role concepts. These have been characterized as reactive in nature—that is, delivering counseling services upon request. The stance taken in this paper is that the role and responsibility of counselors should be expanded to a proactive position which encompasses three process dimensions of career guidance programs: planning and design, implementation, and evaluation.

These three dimensions characterize a systematic process used to develop career guidance programs. *Program* is defined here as "... a positive collection of people, places, and things working together to accomplish pre-determined, and mutually agreed on, outcomes" (Hays, 1978). The focus of this paper is on the responsibilities counselors have for career guidance programs rather than for specialized program practices counselors perform within those programs.

Within each of the three program dimensions are five components recognized to be the forms of performance utilized by school counselors in one combination or another for the career guidance program process. The five components are knowledge/expertise, leadership, management, direct service, and indirect service. They are listed in sequence from the mastery of a knowledge base to program leadership and management and then to the provision of direct and indirect services. Each of these components is utilized in the development and delivery of program strategies. Each is further delineated by the competencies which school counselors must possess.

At the base of this expanded position is the belief that career guidance programs must be comprehensive, planned and sequential in nature and require the collaboration of all staff in order to be most effective. It also is built on the belief that career guidance programs should be visible and accountable to the various populaces affected by them but that they are ultimately responsible to the students whose needs are being served.

The final section of this statement presents a series of implications for counseling practitioners, supervisors, trainers and those related school and non-school groups which should assume a role in the development and implementation of career education and career guidance in our schools.

DEFINING CAREER EDUCATION, CAREER GUIDANCE, AND CAREER DEVELOPMENT

The reader should understand the definitions of career education, career guidance, and career development that provide a conceptual basis for this statement. The following definitions have been derived from a thorough study of the literature and through direct interaction with a representative group of counseling practitioners, supervisors, trainers, and related career education specialists:

Career Education—An effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living.... Underlying the entire definition is the crucial importance attached to the meaning of the word "work" in career education. "Work" is defined as "conscious effort, other than activities whose primary purpose is either coping or relaxation, aimed at producing benefits for oneself and/or for oneself and others." Work means paid and unpaid work. (Hoyt, 1977, and in conversation, January 21, 1980.)

Career Guidance—A systematic program involving counselors, teachers and others working in career education which is designed to increase the individual's knowledge of self, occupations, training paths, life styles, labor market trends, employability skills and the decision-making process and which helps the individual gian self-direction through purposefully and consciously integrating work, family, leisure and community roles. (Hansen, 1977).

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Career Development—The total constellation of psychological, sociological, educational, physical, economic, and cultural factors that combine to shape the career of any given individual; those aspects of an individual's experience that are of relevance to personal choice, entry, and progress in educational, vocational, and avocational pursuits, the process by which one develops and refines such characteristics as self and career identity, planfulness, and career maturity. (Herr and Cramer, 1979).

THE CAREER GUIDANCE PROGRAM DEVELOPMENT PROCESS

Consistent with the preceding definitions of career education, career guidance, and career development, a process model for the development of career guidance programs has evolved. This program development process expands beyond the traditional provision of guidance services, suggesting that those responsible for career guidance reexamine the activities approach to the delivery of services and the casual or incidental manner with which program evaluation has been conducted.

The three dimensions of the program development process are planning and design, implementation, and evaluation. These dimensions expand the breadth and sequence of career guidance programming to ensure that the process is a goal-centered systems approach that is predicated on team-building and collaboration. These three dimensions are proactive and explicit and they reinforce a vital and necessary process.

PLANNING AND DESIGN ensures that school counselors will undertake consideration of the possibilities for career guidance before rather than after the fact of the demand for such functions. Planning and designing steps require that school counselors be prepared with knowledge and understanding of theories of organizations, management and change intervention. The functions of planning and design incorporate activities which will ask for more and different qualifications of school counselors than have been customary.

The IMPLEMENTATION functions of the program development process are similar in appearance and performance to those functions which have been typically provided. Yet this process model emphasizes that these be offered in sequential and systematic format so that the accountability to student needs is determined by outcomes for students.

The EVALUATION functions are part of the ongoing and cyclical nature of this program development process so that review, revision, addition and elimination of program functions are considered and acted upon. The monitoring program is regular and comprehensive, rather than incidental or problem centered. The evaluation function places considerable emphasis on the data and observations which are artifacts of specific behavioral outcomes for students and program practitioners.

These new and extended functions are needed in addition to those which have been and continue to be incorporated in the strategies of the guidance program. While different practitioners may be responsible for the planning, implementing and evaluating functions, all school counselors could utilize these competencies. Differentiated staffing (e.g., guidance director, counselor, aide) may serve well in the larger school setting, but the single counselor in a smaller school may find that a complete range of these performance functions is expected.

PLANNING AND DESIGN DIMENSION— COUNSELOR KNOWLEDGE/EXPERTISE COMPONENTS

Understand program management concepts

Understand concepts of career education, career guidance and career development

	COUNSELOR KNOWLEDGE/ EXPERTISE COMPONENT	LEADERSHIP COMPONENT	MANAGEMENT COMPONENT	DIRECT SERVICES COMPONENT	INDIRECT SERVICES COMPONENT
PLANNING/ DESIGN	Understand program management concepts Understand concepts of career education, guidance and career development Understand staff development and inservice education techniques and procedures Understand community and labor market composition and trends Understand concepts of collaboration in the delivery of educational programs	Involve educational staff and community resource persons in planning and designing activities Institute communication networks among appropriate populations	Assess student career development needs Apply program management concepts Assess the effectiveness of the existing career guidance program Establish program goals and objectives Design specific career guidance services and activities Coordinate career guidance program with career education and total educational thrust at the institution Prepare budgets Develop calendars and time lines depicting sequence of program activities	Plan and design activities and services to facilitate career development needs of students	Participate in the design of school and non-school activities which extend the goals and objectives of the career guidance program
IMPLEMENTATION	Understand career development theories Understand counseling theory and techniques Understand decision making theory Understand group dynamics Understand needs of specific groups within institutions and the community (women, handicapped, ethnic minorities, etc.) Understand the role and function of information in education and counseling Understand curriculum design and content Understand measurement and appraisal techniques	Coordinate school and community resources Develop program support from administration, board of education, instructional staff, community and students Develop and implement a public relations system Provide input to curriculum revision	Manage the career guidance program Conduct staff development sessions	Counsel individuals and small groups Conduct student assessment (ability achievement, interest, personality, etc.) Disseminate Occupational and educational information Conduct career awareness, explorations and experience programs Operate student service activities (e.g., career center, job placement program, etc.)	Consult with teachers, parents and administrators regarding students Conduct information programs for parents and community representatives Provide direct input and technical assistance to persons implementing career education activities Conduct staff development training
EVALUATION	Understand essential, integral and continuous nature of evaluation Understand range and variety of data collection and assessment methodologies Understand program standards and guidelines from government agencies and accrediting and professional associations Recognize exemplary career guidance practices, methods and techniques	Demonstrate exemplary career guidance program aspects	Conduct comprehensive evaluation of the career guidance program Monitor activities conducted by self and others Utilize broad-based input to the evaluation system (students, teachers, parents, etc.) Prepare and disseminate interpretive communication evaluation results Communicate findings to career guidance program decision makers Improve and modify the career guidance program process Identify exemplary practices, methods and techniques Conduct evaluation of the effectiveness of staff development training	Evaluate the effectiveness and value of specific career guidance activities and services	Disseminate findings from career guidance and career education programs to appropriate populations

Understand community and labor market composition and trends

Understand concepts of collaboration in the delivery of educational programs

Counselors engaged in the planning and design of a comprehensive career guidance program must possess a knowledge and understanding of the program management process, including theories of organizational development, human behavior in organizations, change process, the decision-making process, and group dynamics. This knowledge base should also include an understanding of career education, career guidance, and career development and the manner in which school and non-school personnel can collaborate in the design and delivery of educational programs which embrace these concepts. The counselor's expertise should be extensive enough to include an awareness of exemplary practices, programs, and methods and how they function within the educational setting. Further, counselors must possess an understanding of the demographic composition of the community (i.e., political structure, socioeconomic factors, business-industrial elements, etc.) and any labor market conditions which are likely to affect the population now and in the future. Finally, program planning and design require that counselors know the basic concepts and techniques of staff development and in-service training.

IMPLEMENTATION DIMENSION— COUNSELOR KNOWLEDGE/EXPERTISE COMPONENTS

Understand career development theories

Understand counseling theory and techniques

Understand decision-making theory

Understand group dynamics

Understand needs of specific groups within institutions and the community (handicapped, disadvantaged, women, ethnic minorities, adults, etc.)

Understand the role and function of information in education and counseling

Understand curriculum design and content

Understand measurement and appraisal techniques

The knowledge competencies required of counselors in the implementation dimension include everything from the historically standard areas of counseling, career development, and group dynamics to relatively new (for counselors) knowledge or theory areas such as organizational decision-making and curriculum design. In essence, the information domain for counselors should be broadened considerably. Perhaps the most significant change is that of organization theory through which counselors can learn to understand organizational climate and organizational dynamics in order to implement effective programs which have broad organizational support. Another knowledge competency refers to the needs of special populations and suggests that counselors should be familiar with the career development needs of special groups (and with the legislative or program mandates which relate to these groups).

EVALUATION DIMENSION—COUNSELOR KNOWLEDGE/EXPERTISE COMPONENTS

Understand essential, integral and continuous nature of evaluation

Understand range and variety of data collection and assessment methodologies

Understand program standards and guidelines from government agencies and accrediting and professional associations

Recognize exemplary career guidance practices, methods and techniques

The evaluation dimension of the career guidance program process is central and integral rather than haphazard or aimless. Cyclical and on-going description or review of program events ensures visibility and recognition. School counselors must be educated in evaluation methodology rather than exclusively in experimental research. Counselors should relieve their anxieties about the sophistication that is expected in the conduct of traditional research and should engage in the survey and testing of their program efforts. Assessment devices and standards for the achievement of goals are needed for adaptation to local guidance programs. The use of standards and guidelines provides a constant frame of reference for checking what has been accomplished and what still needs to be done. As counselors become more adept at evaluation techniques, they will be better able to recognize exemplary practices, methods, and techniques, and how they may be replicated in their career guidance program.

PLANNING AND DESIGN DIMENSION—LEADERSHIP COMPONENTS

Involve educational staff and community resource persons in planning and designing activities

Institute communication networks among appropriate populations

During the planning and design phases of program development, counselors must enlist the support and participation of a variety of school and community personnel in the development of the career guidance program. Counselors must possess the skills and competencies necessary to communicate effectively (e.g., writing, speaking, organizing groups, etc.) with the various publics who will participate in the planning and design and will eventually benefit from the career guidance program.

IMPLEMENTATION DIMENSION—LEADERSHIP COMPONENTS

Coordinate school and community resources

Develop program support from administration, board of education, instructional staff, community and students

Develop and implement a public relations system

Provide input to curriculum revision

The leadership component of the implementation dimension calls for counselors to be competent in those functions in which professional knowledge and expertise impact on other persons who are participating in the program development process. Counselors should be able to lead others in the development and maintenance of a human resource network which supports the career guidance program. This component suggests that the counselor must solicit support from students, parents, the school administration, board of education and instructional staff to ensure comprehensive program development. The counselor's professional knowledge becomes very useful in the interpretation of the program to the various populaces. This leadership component also suggests that counselors can offer their expertise and assistance to other educational concerns (e.g., curriculum revision), but it does not imply that counselors become experts in these areas.

EVALUATION DIMENSION—LEADERSHIP COMPONENTS

Demonstrate exemplary career guidance program aspects

The leadership component for evaluation occurs when school counselors demonstrate their exemplary program practices to others. The exemplars of effective career guidance programs will have been identified through the evaluation process and should be offered to colleagues through case studies and the establishment of demonstration sites. Reporting this information in the counseling literature, at professional meetings, and in releases to various media represent leadership behaviors for the counselor.

PLANNING AND DESIGN DIMENSION—MANAGEMENT COMPONENTS

Assess student career development needs

Apply program management concepts

Assess the effectiveness of the existing career guidance program

Establish program goals and objectives

Design specific career guidance services and activities

Coordinate career guidance program with career education and total educational thrust at the institution

Prepare budgets

Develop calendars and time lines depicting sequence of program activities

Effective program development will require that counselors translate their knowledge of management theory into on-going management practice. The management process will require that counselors be responsible for the identification and assessment of student needs and the conversion of the needs to program goals and objectives. These activities will call upon counselors to be skilled in the areas of data collection, analysis, synthesis, and reporting. They will need to develop needs assessment instruments or modify existing devices for their use. Once the needs are identified, the planning and design process requires the identification and refinement of program goals and objectives followed by the development of services, activities, and techniques which respond to the original student needs. Counselors should possess skill in formulating goals and objectives, conceptualizing, and developing a model, developing schedules and timelines and identifying counseling, instructional, and community resources to function in the variety of implementation roles of the career guidance program. Counselors should also be able to integrate the career guidance program with the total guidance and pupil services program, the career education program, and the broad educational thrust of the institution. Additional management competencies might include the ability 1) to write proposals and acquire monetary support for the program, 2) to delegate responsibility and coordinate the planning and design of a number of services, activities, and career guidance program elements, 3) to identify staff and resource persons' roles and responsibilities and write job descriptions, 4) to train staff and resource personnel and mold them into a cohesive team unit, and 5) to identify, collect, evaluate or develop the material resources that will be used in the career guidance program. Finally, the management aspects of the planning and design phase will require that the counselor coordinate the various units and parts of the total career guidance program.

IMPLEMENTATION DIMENSION—MANAGEMENT COMPONENTS

Manage the career guidance programs

Conduct staff development sessions

The responsibility for the management of the career guidance program from the planning stage through the implementation of the various program components will rest with the counselor.

These management functions call for counselors to have competencies in the somewhat foreign areas of supervision and coordination of persons as well as the coordination and maintenance of program elements. Counselors may be responsible for the supervision of other persons (i.e., parents, volunteers, guidance paraprofessionals) assigned to perform many of the functions in the career guidance program. Human resource management requires establishment of well-defined objectives, agreement of tasks, preparation of team members, and feedback as to both good and poor job performance. By the nature of their personalities and training, many counselors have avoided the people-management situation, but an effective career guidance program will demand that certain staff members possess these competencies. Counselors will also need to coordinate the variety of components which constitute the total career guidance program. Such coordination will ensure an efficient flow of activities and services to the total student population.

EVALUATION DIMENSION—MANAGEMENT COMPONENTS

Conduct comprehensive evaluation of the career guidance program

Monitor activities conducted by self and others

Utilize broad-based input to the evaluation system (students, teachers, parents, etc.)

Prepare and disseminate interpretive communication evaluation results

Communicate findings to career guidance program decision makers

Improve and modify the career guidance program process

Identify exemplary practices, methods and techniques

Conduct evaluation of the effectiveness of staff development training

The management component of the evaluation dimension in this process is one of the most detailed and specific listings of functions to be performed by school counselors. Counselors must realize that evaluation competencies are vital to the management dimension of the program development process. School counselors should possess the specialized knowledge and technical skills that are needed to manage effective evaluation of career guidance program functions. This dimension of the program process is instituted simultaneously with planning and design dimension and follows the sequential stages, looping back periodically with tentative findings and interpretations. These findings are utilized to validate progress, revise plans, and redirect functions. The process is continuous and interactive.

A special skill needed in evaluation is the communication and information dissemination responsibility. School counselors should direct feedback to all parties involved in the career guidance and career education program. Special skills are utilized in the preparation of evaluation results in both complete and selected formats. Data should be generated and described on a regular basis. Data implications can be communicated to interested parties.

The evaluation of on-going program functions requires special preparation and experiences in the area of management. Direction and control of these responsibilities should be a task assigned to qualified personnel. The ultimate result of effective evaluation should be the revision or adjustment of the career guidance program to better serve the career development needs of students.

PLANNING AND DESIGN DIMENSION—DIRECT SERVICE COMPONENTS

Plan and design activities and services to facilitate career development needs of students

Counselors must design activities and services which are consistent with the overall program goals and objectives. During this phase of the program development process, it is important to develop the content of the various program components and identify the human resources, tools, facilities and other support systems that will be required to implement the program. This dimension is especially critical if new or revised activities or services have been added to the program. This dimension also requires that activities and services be placed on a program calendar which is communicated to the various publics who will participate in and contribute to the program. All evaluation criteria, as well as tools and techniques for activity or service evaluation, must be identified during this program phase.

IMPLEMENTATION DIMENSION— DIRECT SERVICE COMPONENTS

Counsel individuals and small groups

Conduct student assessment (ability, achievement, interest, personality, etc.)

Disseminate occupational and educational information

Conduct career awareness, exploration, and experience programs

Operate student service activities (e.g., career centers, job placement programs)

To implement the direct services of a career guidance program requires competencies which have been in the counselor's armamentarium for many years—individual counseling, group counseling, consultation, testing, information dissemination, and teaching. The types of direct services to students which school counselors should provide as part of a comprehensive career guidance program have been expressed in the works of many authorities and in the statements of a growing number of organizations and agencies. Each points to the pivotal role which counselors play in student career development and describes their functions as including:

> Assist students to develop personal planning and decision-making skills through individual and group counseling.
>
> Use counseling strategies to help students become aware of personal attitudes and interests.
>
> Assist students in the identification, acquisition, evaluation, and use of self-, occupational, and educational information.
>
> Assist students in understanding and applying data about their attitudes, achievements, aptitudes and interests to their career decisions.
>
> Assist the individual to realize that each person has a unique set of characteristics and that to plan realistically, each must achieve an accurate appraisal of personal strengths and weaknesses from which to evaluate available alternatives.
>
> Assist students in the acquisition of decision-making skills: generating alternatives, gathering information, predicting probability of outcomes, applying a decision strategy, and evaluating this process.
>
> Interpret to students the role of life style and leisure in career development and the need for skills and information related to these emphases.
>
> Assist students in recognizing and assuming individual responsibility for their own career planning.
>
> Administer and interpret student measurement devices (aptitudes, interests, values) needed in career development.
>
> Assist students in obtaining preplacement/employability skills, including such activities as

filling out employment applications, interviewing, sampling work experiences, and developing work-related interpersonal skills.

Place students in part-time work experiences (paid and unpaid).

Assist students to understand the various forms of post high school education opportunities (such as apprenticeship, military service schools, OJT, correspondence schools, occupational education, college) and the likely relationship of each to various career patterns.

Evaluate student's career development experiences in the school and community and use the information in counseling with students.

Assist students in identifying and obtaining exposure to realistic and appropriate adult role models.

Counseling students on career guidance concerns requires a high degree of competence, for it can involve a very complex set of personal considerations which interact in the form of career decisions which students may make. The integration of personal, social, economic, labor, educational, psychological, and other information makes career decision-making a very difficult process which demands special competence on the part of counselors. Career decision-making also involves consideration of attitudes, personal bias and stereotypes, personal and family aspirations, and available opportunities. For counselors to facilitate decision-making on the part of the student without imposing their own values or perpetuating systematic biases (sex, race, etc.), counselor competence requires personal awareness, knowledge of one's own attitudes, and knowledge of that interaction. Finally, career decisions have life-long implications and the direct services available to students must foster self-understanding and self-development through both individual and group relationships.

EVALUATION DIMENSION— DIRECT SERVICE COMPONENT

Evaluate the effectiveness and value of specific career guidance activities and services

Communicate findings to career guidance program decision makers

School counselors should utilize evaluation information in direct intervention with students. The results of evaluation procedures are especially appropriate and useful in adjusting activities and services to meet the needs of students. Students who feel they are active participants in the program development process will be more inclined to offer both their praise and their criticism. Acknowledgement of the input of students will lead to greater acceptance and participation by students.

PLANNING AND DESIGN DIMENSION— INDIRECT SERVICE COMPONENTS

Participate in the design of school and non-school activities which extend the goals and objectives of the career guidance program

The establishment of career development as a national educational priority has resulted in a tremendous amount of school and non-school activity designed to create activities and programs to serve youth. Teachers, parents, community groups and many others have initiated activities which, when fully implemented, can serve to complement the career guidance program. Counselors must offer their technical assistance and expertise in support of these activities by participating in their planning and design. By communicating the goals, objectives and content of the career guidance program to the school and community, counselors will, in effect, define the scope of their program and discourage other individuals and groups from duplicating or repeating their efforts.

IMPLEMENTATION DIMENSION—INDIRECT SERVICE COMPONENTS

Consult with teachers, parents and administrators regarding students

Conduct information programs for parents and community representatives

Provide direct input and technical assistance to persons implementing career education activities

Conduct staff development training

Consultation competencies have been added more recently to services performed by counselors. Consultation in career education and career guidance programs permits counselors to work with staff members and significant others for the benefit of students and thus to share their knowledge and expertise more broadly. The outreach services suggested in this implementation dimension will place counselors in a new role with parents and community groups—that of career development "expert" or resource specialist. Counselors will also come in more frequent contact with other guidance specialists in non-school settings (e.g., employment, rehabilitation, community agency). Essentially, when counselors participate in general career education activities or conduct staff development training, they must be effective resource persons and competent instructors. This may represent a change in perspective for counselors to see themselves as support persons or instructors of their colleagues and others. To conduct staff development training requires that counselors have an area of competence in information and a credibility that is recognized by those to be trained. This is acquired in part by credential, but more so by virtue of well designed, well presented, relevant staff instruction.

EVALUATION DIMENSION— INDIRECT SERVICE COMPONENTS

Disseminate findings from career guidance and career education programs to appropriate populations

Counselors who participate in general career education program activities and staff development programs must assess the relevancy and the effectiveness of their assistance. Information derived from the evaluation of the career education activities (school and non-school) needs to be disseminated to those who are responsible for those programs and referred to those who are responsible for the career guidance activities and services.

If counselors find themselves as regular participants in staff development activities, they must continually assess and be aware of staff needs and then insure that adequate development activities are conducted to meet those needs.

IMPLICATIONS FOR PRACTITIONERS, TRAINERS AND RELATED GROUPS

The role expansion described in the career guidance program development process has implications for a number of groups. In particular, the following constituencies need to consider these implications:

practicing counselors

counselor educators

supervisors, administrators, and decision-making bodies

regulatory agencies

professional counselor associations

Practicing Counselors.

The implications for counselors of the expanded role presented here are significant. They imply an active management role in a programmatic area. If this represents a departure from the existing role for practicing counselors, it may be very difficult to change. New counselors who enter established guidance programs in which a traditional role has been performed may have difficulty changing the expectations of others. Counselors already working in innovative and flexible guidance programs or schools will have the easiest time of creating the sort of role expectation described in this paper.

The role described in this paper does not minimize the value of the traditional counselor function—providing counseling services to students in individual and group settings; however, it does infer that counselors should be effective managers of their own time in order to minimize the number of lesser priority tasks they are often required to perform.

There is a clear implication in this paper that counselors who lack the skills required should acquire them, and that counselors who are constricted in their roles should respond in a way that alters those roles. Each of these changes can be difficult to accomplish in its own way.

Counselor educators.

Counselor educators must provide pre-service training opportunities which will equip school counselors with the necessary competencies and skills to perform the functions required in a comprehensive career guidance program. In addition, counselor educators must consider whether selection and instructional practices operate to produce counselors who are less assertive, less proactive, and who reject leadership and management functions. Counselor education programs can also do a great deal to enhance the relative value of these programmatic approaches in comparison with individual and group counseling approaches.

In-service responsibilities and professional renewal efforts should be among the emphases of counselor education programs as well. Training of counselors who are in the field can facilitate their acceptance of new aspects of the role described in this paper.

Supervisors, administrators, and decision-making bodies.

Guidance supervisors and school administrators are in a key position to expect and support a climate for change. Without their support, change is less likely to occur; therefore, they should acknowledge the value and importance of planned programs for career guidance. Local school boards should express a commitment to the concept of planned career guidance programs and they should encourage counselors to upgrade their skills in order to become more competent in this area.

Decision-making bodies can also provide support in the form of money, time, materials, and personnel to operate comprehensive career guidance programs. The counselors who are central to such programs should be recognized and rewarded by decision makers for their efforts.

Regulatory agencies.

Regulatory groups at the local, state, and national levels can enable counselors to adopt this expanded role. Financial support is needed for inservice training programs designed to increase counselor leadership and management skills and develop their expertise in the planning, design, implementation, and evaluation dimensions of the program development process. Regulatory agencies can also respond by acknowledging that counselors should play a key role in career education programs and an expanded role in career guidance programs. These role adjustments will require institutional support as well as possible changes in funding guidelines, certification standards, and accreditation procedures and will lead to an increased awareness of the value of well designed guidance and counseling programs.

Since regulatory agencies often influence programs, control funding amounts and select fund recipients, broader implementation of this proposed counselor role could be achieved if those same agencies would help train counselors through in-service activities in grant development, proposal writing, and program design.

Professional associations.

Professional counselor associations can respond to the expanded role presented in this paper by disseminating information concerning counselor role and career guidance programs. In addition, professional associations can identify and acknowledge exemplary programs and publish descriptions of those programs through the professional literature for their membership. Professional development conferences, publications, films, and convention programs can also serve as vehicles for promotion of the expanded counselor role which has been presented in this paper.

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Career Education, Career Guidance, and Career Development: A Synthesis of Definitions

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One of the purposes of the School Counselor and Career Education Project was to analyze the concepts of career development, career guidance, and career education and draw more careful distinction between the various roles which the school counselor is being asked to assume in relation to these concepts. (Request for Proposal, 1978). In pursuit of this objective, a major literature search was conducted to locate existing definitions of these terms. Requests for operational definitions were sent to state and local education agencies, professional organizations in the field of education, and non-educational organizations expressing an interest in career education. Participants in the project's seven regional conferences and the national conference were asked for their personal definitions. The following discussion reflects a synthesis of findings from the literature, from the agencies and organizations, and from the interested educators who participated in the conference conducted by the project.

CAREER DEVELOPMENT

There is a general consensus, both from the literature and from conference participants, that career development is a developmental process extending throughout the lifespan. There is some disagreement, however, among both practitioners and "experts" as to what that process involves.

Some counselors see career development as the work that they perform:

> Career development is a program that integrates learning and doing into a process which leads to the development of positive attitudes toward the personal, psychological, social, and economic significance of work. (Nevada Department of Education, 1974, p. v).

A more predominant view is that career development is a part of human development. Most influential among the proponents of this view is Donald Super. His work is based in part on the lifespan developmental model of Charlotte Buehler (1933), who looked at the totality of human development. He views the career development process as the process of developing and implementing one's self-concept through work. This process is continuous, on-going, and in general, irreversible. It involves progressing through a number of career stages each having its own developmental tasks. Definitions based on this idea include:

> [Career development is] . . . a lifelong process of adjustment to developmental tasks, particularly in terms of roles of worker, parent, child, spouse, and community member. (National conference participant).

> Career development refers to those aspects of the continuous unbroken flow of a person's experiences that are of relevance to the fashioning of an identity "at work." (Wisconsin Department of Public Instruction, 1977-1978, p. 29).

> The term "career development" refers to a developmental process, extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style. (Hoyt, 1977, p. 11).

Others add the element of purposeful planning to this developmental process. In her expanded career education model, Hansen (1977) defines career development as

> . . . a continuous, life-long person-centered process of developmental experiences focused on seeking, obtaining, and processing information about self (values, interests, abilities), about occupational-educational alternatives, about socioeconomic and labor market trends and engaging in purposeful planning in order to make reasoned decisions about work and its relation to other life roles with benefit to self and society. (p. 39).

Proponents of the "lifespan developmental process" definition of career development (and indeed most others) would suggest that *career education and career guidance seek to enhance or facilitate individual career development.*

CAREER EDUCATION AND CAREER GUIDANCE

The assumption that facilitating career development is the common goal of career education and career guidance points up the difficulty in differentiating one from the other. Super (1976) in his assessment of the status of career education pairs it with career guidance and lists a set of objectives of career education and career guidance—implying that at least the *goals* of the two are (or should be) identical. The following examples of these two terms illustrate their similarity.

Career Education.

Definitions of career education coming from the U.S. Office of Education have continued to evolve since 1971. An early definition indicated that career education was an educational program, later it became the totality of career related experiences, and, most recently, it is viewed as an educational/social reform movement.

> Career education is a comprehensive educational program focused on careers, which begins in grade 1 or earlier and continues through the adult years. (Bureau of Adult Vocational and Technical Education, 1971, as cited in Marland, 1974, p. 95).
>
> Career education thus becomes the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. (Hoyt, 1974, p. 3).
>
> Career education can be defined as an effort aimed at refocusing American education and the actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living. (Hoyt, 1977, p. 5).

Most of the counselors and other educators who participated in the project conferences tended to agree with the second view. A sample follows:

> Career education is the cumulative scope of education (school, community, work) whereby the individual receives, in a logical and organized manner, an introduction, familiarization, and integration of knowledge regarding the world of work, the role it plays in our society, the value of a work-oriented society and lastly (not least) clarification of personal values and work values. (National conference participant, 1979).

The Wisconsin K-12 Guide for Integrating Career Development into Local Curriculum defines career education as follows:

> Thus, career education facilitates the life-long process of career development. It motivates individuals to prepare for an economically independent, meaningful, and satisfying life, and it provides the necessary ingredients for people of all ages to make decisions that will enable them to

> reach their fullest potential. It is the delivery system for both optimum career development of the individual and maximum development and utilization of human resources for our rapidly changing society. (Cited in Rapp & Barber, 1975, p. 52).

Many of the experts in career guidance and vocational psychology expand the idea of career education to include preparation for work in the context of other life roles. Super (1976) indicates that goals of career education and career guidance include helping students investigate

> . . . avocational, domestic, and civic outlets for developed interests and abilities, . . . which supplement, complement or even supplant paid work in making a satisfying career. (p. 43).

and providing the basis for

> . . . self-realization in work, in homemaking, in civic life, and in leisure, in ways which meet social as well as individual needs. (p. 43).

Hansen's (1977) expanded career education concept

> . . . recognizes the importance of role integration—the need for individuals to examine and prepare for work roles in relation to other life roles in family, community, and leisure—and to clarify their values with respect to the meaning of work in their lives. (p. 37).

Career Guidance.

Some practitioner's ideas of career guidance have changed little since Parsons described vocational guidance as focusing on knowledge of self, knowledge of the world of work and "true reasoning" on the relationship between the two. The following definition by a regional conference participant exemplifies the thoughts of many practitioners.

> . . . career guidance incorporates both the cognitive and affective domains in its delivery and provides

> the individual with the understanding of self, knowledge about the world of work and the wherewithal to make choices (decision-making).

The major theme in the definitions of career guidance is *assisting individuals* and enhancing their career development.

> Career guidance . . . all the various types of assistance provided to help individuals in their career development. (Sanderson and Helliwell, 1975, p. 5).

> Career guidance . . . encompasses all of the services that aim at *helping pupils make* occupational and educational *plans and decisions*. (Tolbert, 1974, p. 27).

> Career guidance, counseling, and placement is an educational program responsible for assisting individuals to develop self knowledge and interpersonal skills, life career planning, and placement competencies and knowledge of the work and leisure worlds. (University of Missouri, Columbia, 1973, p. 4).

DIFFERENTIATIONS

Hoyt (1977) in his discussion of the differences between career guidance and career education implies that career education is an extension or expansion of career guidance (and that career guidance is a part of career education). He states that "career guidance is best thought of as a set of services devised and operated for purposes of assisting persons in a career development process," (p. 1). The two important differences he sees are that 1) career education involves a lot more people than just counselors (teachers, home/family members, and members of the business/laborindustry/professional/government/community) in the career guidance functions, and 2) career education places a strong emphasis on the teaching/learning process.

Cramer (1978) also states that "career education is one manifestation of career guidance," (p. 17) although he indicates that the terminology doesn't really matter as long as those who are doing it know what they are doing. What is important, he says, is

> ". . . career-assisting under whatever the preferred rubric," (p. 17).

Career education, then, is traditional career guidance plus . . . plus the involvement of a lot of non-traditional people . . . plus an emphasis on instruction in and out of the classroom . . . plus experiences to help individuals learn about work, about different lifestyles associated with different occupations, about their own work values, and about the application of their school learning to their future lives.

Career guidance focuses primarily on the decision-making process—on acquiring and processing of information about self, occupations, training programs and life styles. It is an individual, personal process whether it takes place in the classroom, in the counselor's office, or on the job.

Career education stresses a more cognitive element. Individual students first learn about their interests, abilities and values. Next they learn about job requirements, the activities required on specific jobs, the kind of training required, and the importance of getting along with other people on the job. They may also get actual experience on the job and be able to get a "taste" of what it is like to work in a certain field. This is the process of *collecting* information and forming attitudes. Career guidance is the process of *using* that information and these attitudes in individual planning and decision-making.

Making these distinctions does not imply that these ideas are discrete or mutually exclusive. In the process of collecting information, individuals often receive assistance with planning and decision-making from those around them. While participating in career guidance, individuals may need to collect additional specific information about themselves and specific occupations or educational programs.

Career guidance, then, can be viewed as the part of career education which has as its goal the assisting of individuals in using information to make career decisions and plans. While it is useful to make some distinctions in order to clarify the functions and expectations of teachers, counselors, parents and the community, it is important to remember the common goals of career guidance and career education and that counselors, teachers and others perform different functions to the same end. Counselors must work with teachers to develop guidance strategies for use in the classroom. The counselor is the most obvious expert in career guidance and career development, but certainly career guidance activities can be done by teachers in the classroom. Counselors can also assist in career education activities not defined as career guidance, such as maintaining community liaisons with business, industry, labor and government in order to set up career education experiences for students.

Because counselors have training and expertise in the career development process which is the basis for both career guidance and career education, some have suggested that counselors should take the leadership for the entire career education effort in a school. The counselors in the regional conferences had varied responses tc this expectation. They felt they could be most useful as members of the career education team using their energies in the activities in which they are most expert. These are 1) as consultants in human and career development, 2) as developers of career guidance programs and activities to be used with individuals, groups, and in the classroom, and 3) as career counselors and student advocates within the school. These counselors are most comfortable participating in a team approach and prefer a consultant role rather than that of leader or director of the total effort.

This sample of practicing counselors supports the idea of career guidance as a part of career education and, indeed, welcomes the widespread attention to a goal which has long been dear to them.

SUMMARY

Those who are responsible for career education and career guidance programs must develop a set of operational definitions which work for them in their particular setting. The APGA Project on the School Counselor and Career Education offers these definitions, which are representative of widely held views, for your consideration.

> The term "career development" refers to a developmental process, extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style. (Hoyt, 1977, p. 11).
>
> Career guidance is a systematic program involving counselors and teachers which is part of career education designed to increase one's knowledge of self, of occupations, training paths, and life styles, of labor market trends and employability skills, and of the career decision-making process and which helps the individual gain self-direction through purposeful and consciously integrating work, family, leisure, and community roles. (Hansen, 1977, p. 39).
>
> Career education is the process of helping individuals acquire and use those attitudes, skills, and knowledge needed to develop and manage a reasoned, socially purposeful and personally-valued life pattern in relation to work of whatever kind. (Minnesota Five-Year Career Education Plan, 1978, p. A.22).

Post Script: One of the things inherently weak about a statement which tries to speak for a large population is that it is written by few people for many people—and, in the cases of this statement, for many people with diverse opinions.

While this statement represents in general the feelings of the participants in our conferences and the distillation from state and local career education plans, and the literature, it does not represent the interests or opinions of all counselors, or every person in our conferences.

Today school counselors are making significant contributions to the development and implementation of career education programs through their leadership, consultative assistance, and direct provision of career guidance services and activities. Their roles have evolved at the grass roots level, where career education originated and continues to thrive. Collaboration among educators and community members, not a division of role and responsibility, has been the key ingredient in successful career education and career guidance programs. All persons concerned with the career development of youth and adults must contribute toward the implementation of the concepts set forth in this paper.

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Preparing the School Counselor to Function in Career Education

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As the definitions and the elements of career education have been honed and tested during the past eight years, the importance of the school counselor's role has become clearer.

Certainly counselors in all settings have responsibilities for career guidance and for career education. These persons require competencies and understandings similar to those needed by the school counselor. However, the unfolding of career education in the United States to date has made the school counselor a pivotal person in this process. Therefore, this paper will be concentrated on the pre-service and in-service preparation needs of such persons.

Several position papers and other documents have addressed competencies needed by the school counselor to discharge an effective role in career education, in career guidance, and in career development. Since career education institutionalizes the processes and goals of career guidance and gains much of its conceptual integrity from the growing base of knowledge in career development, any consideration of the school counselor's role in career education must also consider the school counselor's role in these latter arenas.

With some exceptions, the professional literature has been relatively silent about how the pre-service preparation of school counselors should be affected by the requirements of involvement in career education. Discussions of career education in-service for school counselors are somewhat more frequent than those dealing with pre-service but they do not comprise a large or comprehensive literature as yet.

Given the lack of a large and well-defined literature on the pre-service and in-service preparation of school counselors in career education, it is necessary to use what does exist and to extrapolate from other related resources to fill such conceptual gaps as exist. This paper will attempt to summarize such a point of view.

CAREER EDUCATION: SOME PERSPECTIVES

In order to prepare school counselors to function in career education, it is necessary first to define the term and to distinguish it from career guidance or career development. This is not a simple task. The official definition of career education developed by the United States Office of Education has been in flux since the introduction of the term in 1971 although recent definitions are becoming sharper. In addition, many state departments of education, professional organizations and local agencies have formulated their own definitions of the term. While there is general commonality between Federal definitions of career education and those of other governmental or professional groups, there are also frequent differences which reflect geographic, organizational, or population variability. Counselor education programs and in-service efforts need to acknowledge these differences and help school counselors consider the practical implications these hold for action.

Space is not available here to consider differences in the definitions of career education across governmental levels or educational agencies except to consider examples within the Federal government. Presumably counselor education or in-service programming would supplement these perspectives with those pertinent to a particular state or local educational agency.

In 1974, Section 406, The Education Amendments of 1974 (P.L. 93-380) made career education a law of the land, provided monies to demonstrate and evaluate career education projects, established the Office of Career Education and the National Advisory Council on Career Education. It also described career education as a process designed to

- increase the relationship between schools and society as a whole,
- relate the curricula of schools to the needs of persons to function in a society,
- provide opportunities for counseling, guidance, and career development for all children,
- extend the concept of the education process beyond the school into the area of employment and the community,
- foster flexibility in attitudes, skills and knowledge in order to enable persons to cope with accelerating change and obsolescence, and
- eliminate any distinction between education for vocational purposes and general or academic education.

As a result of the implementation of the legislation the U.S. Office of Education, through its Office of Career Education, officially adopted a comprehensive policy statement on career education, in 1974, and defined it as follows:

> Career education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living. (Hoyt, 1974, p. 3).

In a revised policy statement on career education published in 1977, a modified definition was proffered by the Office of Career Education:

> Career education can be defined as an effort aimed at refocusing American education and the actions of

> the broader community in ways that will help individuals acquire and utilize the knowledge, skills and attitudes necessary for each to make work a meaningful, productive, and satisfying part of his or her way of living. (Hoyt, 1977, p. 5).

On December 13, 1977, the Congress passed the Career Education Incentive Act, P.L. 95-207. This bill signaled Federal intent to move from demonstration to implementation of career education in elementary and secondary schools and to demonstrate its efficacy in post-secondary educational institutions. For purposes of this act, career education is defined as "the totality of experiences which are designed to be free of bias and stereotyping (including bias or stereotyping on account of race, sex, age, economic status, or handicap) through which one learns about, and prepares to engage in, work as part of his or her way of living, and through which he or she relates work values to other life roles and choices (such as family life)."

How do these definitions of career education differ from those of career guidance or of career development? Are they synonymous and interchangeable? Hoyt (1977) suggests they are not. He suggests that "career development refers to a developmental process extending over almost the entire life span, through which persons develop the capacity for and engage in work as part of their total life style," (p. 11). He indicates further that "career guidance is best thought of as a set of services devised and operated for purposes of assisting persons in the career development process. . . . Obviously, the 'career education' effort is, in part, designed to also make sure that individuals receive these same services. . . . Two important operational differences, however, exist between what is commonly regarded as 'career guidance' as opposed to 'career education.' . . . Career guidance has typically been thought of primarily as one role of the professional counselor. . . . Career education advocates have maintained that the career guidance function is one that requires the participation of classroom teachers, members of the home/family structure, and members of the business/labor/industry/professional/government community in addition to the efforts of the professional counselor. . . . The remaining way in which the terms 'career guidance' and 'career education' differ in meaning is the strong emphasis career education places on the teaching/learning process, in addition to the career development process, as a basis for its conceptual efforts. Career guidance, on the other hand, uses the career development process as its prime basis for conceptualization," (p. 12).

McDaniels (1978), Cramer (1978), and Herr and Cramer (1979), put a somewhat different interpretation on these three terms. In each of these cases, although the language is not the same, career development is considered to be a major aspect of human development which unfolds whether or not formal career education or career guidance exists. Thus career development theory and research attempt to explain why persons choose as they do and why career development patterns differ as a result of psychological, cultural, and economic factors. In this sense, insights about career development can be seen as the theories of behavior which provide a conceptual frame of reference for career education and for career guidance. The latter, however, are seen as forms of intervention in career development designed, hopefully, to make that process more purposeful and positive for all persons.

In the abstract or philosophical sense career education is a term which tends to be more encompassing than does career guidance. In the pragmatic sense, career education tends to emphasize the teaching/learning process and the actual preparation for work as well as awareness, exploration, and planning for work. Career guidance tends to emphasize a systematic program of processes, techniques or services designed to assist an individual to understand and act on self-knowledge, knowledge of opportunities in work, education, and leisure, and to develop the decision-making skills by which one can create and manage one's career development. Career guidance typically does not include the actual preparation for work in a technical or occupation-task specific sense nor does it rely upon the teaching/learning process for its major intervention techniques.

THE SCHOOL COUNSELOR'S ROLE IN CAREER EDUCATION

Accepting the fact that definitions of career education vary and that there are different emphases, however slight, among the terms career education, career guidance, and career development, there nevertheless emerges from such analyses substantial implications for the school counselor's role. At the very least, these definitions suggest that school counselors must understand and know how to facilitate planning and preparation for work and other life roles; nonstereotyped information about work opportunities; work values clarification; educational reform; employment and community resources in behalf of career education; counseling, guidance, and career development for all children; and the use of various curricula to meet career education goals.

Beyond these broad notions, the proposed rules for P.L. 95-207 indicate that a comprehensive career education effort "means that at least eight types of people are performing specific functions to support and implement career education. These people are teaching faculty, school board members, guidance and counseling personnel, persons from business, labor, industry, the professions, and government, community organizations, educational administrators, supervisors, parents, and career education coordinators," (Department of Health, Education and Welfare, Office of Education, Career Education Incentive Programs, Proposed Regulations, *Federal Register*, December 18, 1978, 43, 243, page 58912). This perspective suggests that school counselors are not solely responsible for career education but must work with other professional and non-professional persons toward mutual career education goals. From a functional standpoint such a view requires knowing about and having the skills to collaborate with others as well as defining one's unique contribution to such a team effort.

In a *Primer for Career Education*, essentially the conceptual base to which P.L. 95-207 is related, Hoyt (1977, p. 30-31), Director of the Office of Career Education, contends that the functions which counseling and guidance personnel must play in career education include the following:

1. Helping members of the teaching faculty understand and utilize the career development process as a basis for threading career education concepts and content into the teaching/learning process.

2. Developing and utilizing experiential education methods and procedures for use in helping students develop increased self-awareness, self-understanding, and understanding of educational/occupational opportunities.

3. Coordinating career education activities at the buiding level, in a scope and sequence pattern consistent with the basic principles of career development.

4. Developing and maintaining operaional contacts with members of the business/labor/industrial/ professional community in terms of serving as resources for career education at the building level.

5. Helping members of the teaching faculty and parents with problems they face in providing career guidance to students.

6. Providing professional career guidance and counseling to students both individually and in small group work.

7. Assisting students in the placement process, including both job placement and placement in post-secondary educational institutions that, in part, are committed to education as preparation for work.

8. Developing and promoting a variety of educational and community actions and efforts aimed at reducing race, sex, and physical/mental handicapping conditions as detriments to full freedom of educational and occupational choice for all persons.

In another Office of Career Education monograph summarizing a two-day seminar by twelve school counselors from around the nation experienced in career education, another set of possible counselor roles and functions in career education emerges (Hoyt, 1976). These are classified into a variety of categories of potential counselor involvement.

Teaching Functions Possible for Counselors in Career Education

1. Teach self-awareness and socialization skills.
2. Teach career decision-making and values clarification.
3. Teach students job getting, job holding, and job seeking skills.

Working With Teachers in Career Education

1. Assist teachers in relating subjects to careers.
2. Help teachers in career awareness activities in classes.
3. Provide and disseminate career education materials to teachers—along with counselor evaluation of the materials.
4. Invent and provide teachers with lists of creative career education activities they can try out in classes.
5. Construct homemade career education mateials (film-strips, slide tape presentations, etc.) for teacher use in classes.
6. Serve as role models and in-service trainers of teachers who are interested in teaching decision-making and values clarification.
7. Provide in-service education to teachers who want to use group process.
8. Build and provide teachers a resource person list for use as persons to be invited to classrooms.

9. Stimulate interaction between academic and vocational teachers.

Leadership Functions in Career Education

1. Assist in coordination and implementation of career education.
2. Get principal to approve a counselor career education role plan for the year.
3. Assist administrators in understanding career education concepts.
4. Explain career education to parents—and to the broader community.
5. Manage the scope and sequence aspects of career education.
6. Identify teachers ready for and amenable to career education in-service training.
7. Organize and manage a "teacher-advisor" system for career education.

Counselor Role in Career Education Curriculum Development

1. Serve on total curriculum committee for the school.
2. Serve on departmental curriculum committees (to represent student needs).
3. Reflect student needs to all curriculum planners.

Counselor Role in Evaluation of Career Education

1. Collect self-report data (students, teachers, administrators).
2. Keep *process* records of counselor involvement in career education.
3. Participate in development of career education evaluation instruments and/or their selection from other sources.
4. Interpret career education evaluation findings.
5. Follow through with recommendations based on evaluation results.
6. Administer student tests (aptitude, interest, values) needed in career education.
7. Establish and operate career education resource centers (for use by both students and teachers).

Another source of insight into potential counselor functions in career education as viewed through the perspective of career guidance is found in a position paper adopted by the American Personnel and Guidance Association in December 1974. The functions described cast school counselors into two role emphases: leadership and participation.

Leadership Functions

1. Provide leadership in the identification and programmatic implementation of individual career development tasks.
2. Provide leadership in the identification, classification, and use of self-, educational, and occupational information.
3. Provide leadership in the assimilation and application of career decision-making methods and materials.
4. Provide leadership in eliminating the influence of both racism and sexism as cultural restrictors of opportunities available to minority persons and to females.
5. Provide leadership in expanding the variety and appropriateness of assessment devices and procedures required for sound personal, educational and occupational decision-making.
6. Provide leadership in emphasizing the importance and carrying out the functions of career counseling.

Participatory Functions

1. Serving as liaison between the educational and community resource groups.
2. Conducting career guidance needs assessment surveys.
3. Conducting follow-up, follow-through, and job adjustment activities.
4. Organizing and operating part-time and full-time educational, occupational, and job placement programs.
5. Participating in curriculum revision.

6. Participating in efforts to involve the home and family in career education.

7. Participating in efforts to monitor and assess operations and communicating the results of those activities to other practitioners and clientele, as appropriate.

In 1973 both the National Vocational Guidance Association and the American Vocational Association adopted a joint Position Paper on Career Development (AVA-NVGA Commission on Career Guidance and Vocational Education, 1973). While this statement does not speak about career education directly, it identifies concepts which are clearly related to it. These include such matters as career development as part of human development, work values as part of human values, the meaning of career, and the freedom to choose. This document identifies the pivotal role which school counselors play in career development and describes their functions:

Program Leadership and Coordination

1. Coordinate the career guidance program.

2. Provide staff with the understanding necessary to assist each student to obtain a full, competency-based learning experience.

3. Coordinate the acquisition and use of appropriate occupational, educational, and labor market information.

4. Help staff understand the process of human growth and development, and assess needs of specific individuals.

5. Help staff plan for sequential student learning experiences in career development.

6. Coordinate the development and use of a comprehensive, cumulative pupil data system that can be readily used by all students.

7. Identify and coordinate the use of school and community resources needed to facilitate career guidance.

8. Coordinate the evaluation of students' learning experiences and use the resulting data in counseling with students, in consulting with the instructional staff and parents, and in modifying the curriculum.

9. Coordinate a job placement program for the school and provide for job adjustment counseling.

10. Provide individual and group counseling and guidance so that students will be stimulated to continually and systematically interrelate and expand their experiences, knowledge, understanding, skills, and appreciations as they grow and develop throughout life.

Student Direction

1. Help each student to realize that each person has a unique set of characteristics and that to plan realistically, each must appraise himself fairly.

2. Enable each student to make use of available assessment tools and techniques in examining his personal characteristics.

3. Assist students in identifying realistic role models.

4. Assist students in developing the employability skills necessary for entry into employment where opportunities exist.

The school counselor functions identified in a *Primer for Career Education* actually extend and refine the five broad functions which were described in the original U.S.O.E. Office of Career Education policy paper (Hoyt, 1974). Included were:

1. Help classroom teachers implement career education in the classroom.

2. Serve, usually with other educational personnel, as liaison between the school and the business/industry/labor community.

3. Serve, usually with other educational personnel, in implementing career education concepts within the home and family structure.

4. Help students in the total career development process, including the making and implementation of career decisions.

5. Participate in part-time and full-time job placement programs and in follow-up studies of former students.

It is important that these lists of functions be seen neither as overwhelming to counselors in practice or in training nor as offering more than can be delivered. They are official statements of functions which have been formulated and adopted by different professional groups. As such, they need to be considered as important input to both the awareness of counselors and the content of the training program.

At the core of these lists of functions those which appear to be most frequently mentioned and, therefore, perhaps those to which major attention should be given are:

1. Provision of career counseling services (individual and group).
2. Consultation with parents, teachers, and community.
3. Staff development.
4. Program development and evaluation.
5. Leadership of career development content infusion into curriculum (including serving on curriculum committees).
6. Coordination of various career-related activities within the school and in collaboration with the community.

NECESSARY COUNSELOR KNOWLEDGE AND SKILLS IN CAREER EDUCATION

The role and function statements related to the school counselor's involvement in career education, career guidance, and career development provide a base to analyze what knowledge and skills the school counselor must have to play an effective part in these arenas. Individual counselor education programs or planners of in-service activity will ultimately need to decide what such role and function statements suggest to them for curriculum content.

In general, the knowledge and skills required of the school counselor in career education have been identified by some observers.

For counselors undergoing in-service:

1. Understand the ways in which the career education concept extend beyond the career development concept.

2. Greatly increase their understanding of career development, of occupational/educational information, of career decision-making, and of values clarification.

3. Learn how to help classroom teachers better understand and participate in the career guidance process.

4. Learn how to better utilize community resurces as a tool for increasing student-self-understanding through experiential learning (Hoyt, 1977, p. 20).

From another Federal source suggesting the types of important in-service knowledge and skills come the following somewhat modified suggestions:

1. Career education components—knowledge of career education's nature, rationale, assumptions, and methodology—what it is, why it is needed, and how to do it.

2. Human relations skills—communications skills, salesmanship skills, values clarifications skills, and decision-making skills.

3. Social, population, and occupational trends—knowing what these are and how to keep up with them.

4. The all-volunteer armed forces—knowledge of both educational and occupational opportunities in this sector.

5. Career education materials—knowledge of nature, rationale, claims for usefulness.

6. Career development and human development—how do these relate, the major theoretical perspectives

and theoreticians concerned with career development, what concepts should be infused into curricula, etc.

7. Teacher training—how counselors can and should work with teachers, how to influence curriculum development and infusion.

8. The free enterprise system—knowledge of the business/labor/industry community, labor unions, the labor union movement. What is free enterprise?

9. Economics and economic trends—effects of economic changes on occupations and occupational opportunities as well as on educational patterns. Knowledge of economic education.

10. Group process skills—how to develop effective group processes in relating to students (Hoyt, 1976, p. 26-27).

While the above have been cited as pertinent to in-service preparation of school counselors, they have equal pertinence to pre-service preparation. Many other learnings could be added to the above list. Examples include:

Leisure opportunities and counseling about them

Role theory

Personal economics skills

Career development of special groups

Job search and interview skills

Employer expectations—attitudes, responsibility, industrial discipline

Human relations at work

Employability versus marketability

Decision-making models

Career development assessment strategies

Community resources for career exploration

A vocabulary of work—job, position, occupation

Systematic program planning

Effects of sex and race stereotyping and methods of combating them

Occupational opportunities for the handicapped

Sociology of occupations

Educational opportunities—the diversity of formal and informal learning opportunities available for different purposes.

At both pre-service and in-service levels, the types of learning suggested above move the school counselor into theoretical areas different from the traditional. Rather than emphasizing psychology, particularly abnormal psychology, as the major disciplinary lens for school counselor training, such perspectives suggest that insights from anthropology, economics, and sociology need to receive increased attention.

The suggested learnings above tend to be more oriented to the specific types of knowledge in which school counselors need to participate in career education than to sets of skills required. Obviously, consultative, counseling, and coordinating skills are implicit in what has been suggested and must be developed in counselor education. To extend the list further, it is useful to cite the competencies described by Mitchell (1975). The seven categories of competencies she suggests tend to bridge the school counselor's role in career development, career guidance, and career education. In somewhat modified form, they include:

Career Counseling Competencies—Skills in using new assessment instruments and other techniques designed to stimulate client exploration of self and of possible options, and to relate specific occupational and educational decisions to life roles and total life style.

Program Planning Competencies—Skills by which the counselor can team with other staff members to plan developmental, comprehensive career guidance programs which can be integrated into the curriculum for all students.

Implementation Competencies—Skills, for example, to stimulate career development exploration, help groups who have special needs, and deal with effects of cultural socialization on the career development of men and women.

Consultation Competencies—Skills necessary to effective cooperation with other staff members and with representatives of community agencies.

Linkage Competencies—Skills necessary to advocate client needs and mechanisms to meet them with various community agencies.

Staff Development Competencies—Skills necessary to conduct workshops and mini-courses for staff members, parents, and other persons in areas appropriate to facilitating career development.

Evaluation Competencies—Skills related to the design of, carrying through and reporting of evaluation of career guidance programs in relation to accountability.

PRE-SERVICE AND IN-SERVICE APPROACHES TO SCHOOL COUNSELOR PREPARATION IN CAREER EDUCATION

The importance of the preceding statements of the school counselor's role and function or knowledge and skills necessary in career education is that they translate global expectations of counselor behavior into specific terms. Such content and/or skills need to be isolated before specific pre-service and in-service methods are determined.

In considering implications of the school counselor's role in career education in pre-service education, several global observations seem to be important.

1. Depending upon state certification and program approval guidelines, the school counselor's role in career education is only one of the role dimensions which potential school counselors must learn. Therefore, it

may be necessary for counselor educators to work with state guidance staff to expand existing school counselor certification expectations to include appropriate attention to competencies in career guidance, career development, and career education.

2. The preparation of school counselors for their role in career education needs to be seen within the broader context of the APGA Statement of Preparation Standards for Guidance and Personnel Specialists, not something external to these standards.

3. Counselor educators will find it useful to review the ACES Position Paper on Counselor Preparation for Career Development/Career Education and its recommendations as a basis for designing pertinent curricula.

Given these introductory perspectives on pre-service education, what other strategies can be suggested? Several may be useful. Using the types of roles and functions, or knowledge and skill information provided here counselor educators can:

1. Examine all aspects of their programs—theory, courses, laboratories, field work, practicum—to find what pertinent information or skills are now being covered. When gaps are identified, they must determine how career development-education-guidance concepts and experiences can be systematically infused into their offerings.

2. Review descriptions of systematic approaches to counselor education in which career education-related skill development is present (e.g., Horan, 1972; Bernstein & LeComte, 1976; Shoemaker & Splitter, 1976).

3. Do a needs analysis for in-service education in career education of practicing school counselors as a basis for incorporating changes into the counselor education program. Use statements of role and function or competencies described above as the content for a needs analysis and have practicing counselors evaluate their existing skills and skill deficits in relation to these.

Identify gaps in their pre-service preparation which can be used to correct the current deficits in the program.

4. Identify an advisory group of career education practitioners and community representatives of business/industry/labor, and request their help in curriculum modification.

5. Broaden the academic base of counselor education to include more attention to discipline beyond psychology, e.g., sociology of work, economics, anthropology.

6. Determine what types of didactic/experiential balance is necessary to achieve the types of career education learnings desired of school counselor candidates. Translate these into program expectations or behavioral goals for students.

7. Consider modularizing particular aspects of the didactic knowledge base related to career education so that students can practice individualized self-managed learning to the extent practicable (see, for example, Cormier & Cormier, 1976; Miller & DiMattia, 1978).

8. Consider developing internships in local industry or govenmental offices which can expose students to occupational diversity, educational implications of different work activity, and elements of industrial or worker employability.

9. Maintain a system of peronal accountability based on preferred career education knowledge, competencies, and experiences which students can monitor for themselves as they proceed through the program.

10. Develop a career resource center as a repository of career education materials and career guidance resources which students can use for "hands-on" purposes rather than simply reading about them. Consider having counselor education students maintain the resource center on a rotating basis serving as librarians, resource persons, or any other role which would increase their understanding of the materials.

11. Consider using multiple approaches to the knowledge and skills involved in the school counselor's

role in career education as ways of illustrating the diversity of approaches school counselors can use in implementing such approaches. Examples incude:

shadowing or interviewing workers in various industries

analyzing current Federal or state legislation to identify interpretations of career education activities for which monies are available

developing local sources of occupational information

compiling data on sources of free occupational information

identifying local agencies or industries willing to provide consultant personnel to schools for career education purposes

examining systems for classifying information useful to different career education purposes, e.g., career awareness, career planning, self-assessment, etc.

developing a counselor career education needs assessment instrument

creating in-service packages useful in different career education topics

identifying community sites willing to provide intern or field trip opportunities for counselors in career education; analyze what outcomes could be achieved in each site

talking with local employment service personnel about information available from them on occupational trends and job availability

applying microcounseling to decision-making elements

watching videotapes or. simulations portraying counseling skill applications in career development, career education, and career guidance having students assess their own skills and competencies and evaluate the range of occupations in which they would be useful

In-service approaches to school counselor preparation in career education will likely use much the same content as does pre-service preparation but with important exceptions in delivery and in the way participants are viewed. Some general suggestions follow:

1. The success of in-service activities is highly dependent upon the credibility and experience of the trainers. Such persons must understand not only the theory, content, and skills to be dealt with, but the realities of the schools and change strategies likely to be effective in them.

2. Participants in in-service efforts bring with them a large and diverse pool of experience which needs to be tapped into the format of the in-service effort as fully as possible. Such persons are not likely to prefer to be simply passive recipients.

3. To the degree which particular types of content permit, in-service participants should leave the in-service workshop with a product, a plan, or some other tangible outcome which they can use to improve their local situation.

4. Leaders should recognize that most in-service activities have two goals: (1) to identify and improve skill or knowledge deficiencies experienced by individual counselors, and (2) to create the motives and skills for school counselors to engage in self-renewal.

5. Leaders should decide whether an in-service activity is conceived as competency- or performance-based on tradition. Training activities should attempt to use multiple learning processes; e.g., audio-visual materials, gaming, skill building exercises.

6. In-service activities for school counselors should typically focus upon a particular type of knowledge or skill rather than several. Because in-service efforts are typically short term, have a series of separate

workshops on different topics rather than trying to load too much into one.

7. The in-service activity should be planned after conducting a needs analysis of the school counselors who will be involved. Rank order the frequency with which certain types of skills or knowledge are identified as most important. Respond directly to what the school counselors cite as their needs as a way of educating them to other knowledge and skills that they also need to consider.

8. As much "hands-on" or skill building material as possible should be incorporated into the in-service effort. To the degree that economic and time constraints permit, expose school counselors to community sites and persons who will reinforce in action the types of learnings expected.

9. Leaders should become familiar with in-service models successfully used elsewhere and adapt them to local needs (see, for example, Mankin, 1974; Holcomb & Rye, 1977; Patterson, Hayes, & McIntire, 1974).

SUMMARY

This paper has identified key statements of the school counselor's role in career education, career guidance, and career development. From these have come suggestions of knowledge and skills which need to be developed in pre-service and in-service education.

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The Role of the Counselor in Elementary School Career Education

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Both career education programs and elementary guidance programs are intended to facilitate the developmental process for elementary school students. Before suggesting a role for the elementary school counselor in career education, it is important to provide a basis for the definition of that role. Ideally, programs are developed in response to identified student needs. From an awareness of needs, it is possible to design and implement programs which are responsive to those needs. This paper develops a proposed role for the elementary school counselor in career education by addressing these questions: What is elementary guidance? What is career education? What is career development? What are the career development needs of elementary school children? What are the goals of career education at the elementary school level? What role should the elementary school counselor have in developing and delivering programs to meet these career education goals.?

WHAT IS ELEMENTARY GUIDANCE?

In the ASCA position paper, "The Unique Role of the Elementary School Counselor," Lamb and Deschenes (1974) state:

> Elementary guidance and counseling builds upon the belief that human beings must have continuous

> experiences of challenge, acheivement and success. The school creates situations in which pupils find themselves needed and wanted by others. It creates situations in which teachers can show children that to their teachers and fellow pupils they matter, that they are accepted as they are. Elementary school developmental guidance and counseling is concerned with each child's perceptions of the present and how they relate to the present and future; therefore, the counselor has direct contact with all children at all levels in the elementary school. The teacher plays the primary role in working with children and the counselor must aid the teacher in making education more meaningful to each child with the implementation of an appropriate guidance and counseling program (p. 219).

Elementary guidance, then, has the goal of supporting the continuous, effective development of all pupils. Van Hoose (1966) has summarized this development as follows: (1) human development is a highly complex and personal process, (2) the individual is always in a state of growing and developing, (3) the development of an individual involves academic, emotional, and physical aspects which are interrelated, and (4) most elementary children have the potential for healthy development.

Career development is one aspect of human development and as Whitfield (1968) suggests:

> Effective elementary school guidance must provide a general foundation for the respect of all human endeavor and an understanding of the relationship of all learning, the interdependence of all work, and the relationship of abilities, interests, and other personal characteristics to the requirements needed in a variety of human activities of which work is one (p. 91).

Dinkmeyer (1968) provides the following description of developmental elementary school guidance:

1. Guidance is for all children.

2. The elementary school guidance program is provided for all through the teacher in the classroom and by the counselor who counsels and consults with the child, teacher, and parents.

3. Developmental guidance assists the children to know, understand, and accept themselves cognitively and affectively.

4. Guidance may be incidental and informal, but it operates best when based on a planned program.

5. Guidance in the elementary school places emphasis upon purposeful and personally meaningful learning experiences.

6. Developmental guidance focuses on assets.

7. Developmental guidance recognizes that the child is in the process of becoming.

8. The guidance program is most effectively activated when it is a cooperative enterprise between child, teacher, counselor, parents, administration, and community resources (pp. 13-14).

Elementary guidance is a program coordinated by the elementary school counselor which is intended for all children. It focuses on enhancing all aspects of the developmental process through individualizing the learning experience, insuring successful school experiences for all children, and helping children relate what they are learning to both the present and the future.

The elementary school counselor functions as a team member with major responsibility for coordinating the development of the guidance program, consulting with teachers, other staff, and parents, and providing direct counseling services to pupils. The specific nature of elementary guidance activities will be designed in response to specific, identified student needs. As Lamb and Deschenes (1974) indicate:

> Counseling services will be planned and determined by the counseling staff in cooperation with the educational team whose focus is the learner as a

> person and as one who shares in the decision-making process. Parental input will be solicited. . . . Plans will be based on known developmental needs and existing conditions and will be flexible to accommodate unforeseen, emerging needs and changing conditions (p. 221).

While the specific goals of an elementary guidance program should be based on the identified needs of the students served by the program, the ASCA role statement suggests that the following goals are appropriate for all elementary pupils (Lamb & Deschenes, 1974):

1. Identify themselves by description, likes, dislikes, interests, skills, etc.
2. Define their roles in family, school setting, neighborhood, community.
3. Have positive feelings of themselves and be able to verbalize these self-feelings.
4. Recognize their shortcomings and accept their limitations, then proceed to work toward improvement.
5. Accept other people and be able to identify and work toward solving conflicts in relationshps.
6. Feel good about learning and working and, when distress occurs, use appropriate skills of problem solving and decision-making to reach a level at which they can cope.
7. Have interest in the future and engage in some fantasizing of their possible role in it.
8. Have a realistic understanding of the interrelatedness of people and the world of things and services, and the part they and their families and acquaintances play in it (p. 220).

WHAT IS CAREER EDUCATION?

When the concept of career education was first introduced at the Federal level, it was broadly defined, thus leaving flexibility for state and local education agencies to develop locally relevant definitions.

Throughout the past decade, there have been many efforts on the part of state educational agencies, local educational agencies, and professional educational associations to develop working definitions of career education to guide program development. A review of these diverse definitions indicates common themes which describe both the curriculum content and educational processes important to career education programs.

Career education includes a variety of educational processes which support the career development and career preparation of students throughout their educational experience. The content of career education focuses on two broad areas: career development and career preparation (Hoyt, 1977; Michigan, 1974). Career development is a continuous, lifelong process of using information for purposeful planning about work and other life role options. As goals for career development have been developed (Michigan, 1974; NVGA-AVA, 1973; Wisconsin, 1978), three major content areas of career development emerge.

1. **Self-understanding.** This component stresses the importance of maintaining a positive self-concept; of identifying preferred skills, interests, values, and life styles; of developing interpersonal skills and appreciation for others; and of recognizing changes which occur in self and others.
2. **Understanding the World of Work.** This component stresses the importance of information about occupational as well as other life role options; about educational and training opportunities; and about socioeconomic and labor market trends which describe alternatives available to the individual.
3. **Career Decision-Making and Placement.** This component stresses the importance of decision-making situations which will emerge throughout the life span; strategies for making decisions; commitment to assuming responsibility for personal decisions; and procedures for implementing decisions.

4. **Using Community Resources.** A major goal of career education programs is to provide the opportunity for students to explore a variety of life role options. Organization and use of community resources are essential to provide these exploratory experiences.

CAREER DEVELOPMENT: A SHARED THEME

The emphasis on the importance of human development is a theme shared by both elementary school guidance programs and career education programs. Elementary guidance stresses the importance of enhancing all aspects of human development for pupils within the elementary school setting. Career education focuses on the specific area of career development and on career preparation. This developmental emphasis provides a common basis which helps define the role of the elementary counselor in career education.

Hansen (1976) has described career development:

> . . . a *continuous, life-long person-centered process of developmental experiences focuses on seeking, obtaining and processing information* about self, occupational-educational alternatives, life style and role options, and socioeconomic and labor market trends, and *engaging in purposeful planning* in order to make reasoned decisions about work and its relation to other life roles with benefit to self and society (p. 39).

Herr (1972) further specifies that the following generalizations can be drawn from the research of such career development theorists as Ginzberg, Super, Tiedeman, Gribbons, and Lohnes, Roe, and Holland:

1. Career development is an ongoing process which extends from infancy through at least young adulthood.
2. Career development can be described in terms of learning tasks, frequently culturally defined, which are important at each stage of development.

3. Career development is modifiable.

4. Since career development is tied to physical and personality development, its facilitation should not be compartmentalized or isolated.

5. Because the potential exists to identify the attitudes, knowledge and skills which make up career maturity or development, it is possible to develop objectives which encompass these factors.

6. Where career development theories have direct implications for education, vocational education, or guidance, it is as they focus on the students' or adults' understanding (pp. 65-66).

From these definitions, several key concepts emerge which support the importance of early intervention in the career development process. First, career development is a life long process and, therefore, can be facilitated by intervention strategies which begin during the early years. Second, career development relies on the individual's willingness to consider information about self and about a variety of alternative life roles. Early intervention can support a positive view of self which results in the student being open to a range of experiences which make him/her aware of both current and future life role options. Third, career development stresses the importance of using purposeful planning to direct individual career development. This indicates a need for early intervention to help the student develop life planning skills and assume responsibility for and control over his/her own career development. Fourth, all aspects of human development are interrelated so that successful career development will have an impact on other areas of life development. Finally, career development research provides information about the nature of career maturity at various developmental stages so there is a basis for developing career development goals for elementary school pupils.

THE CAREER DEVELOPMENT OF ELEMENTARY CHILDREN

Developing appropriate goals for elementary career education programs relies on an understanding of the career development needs of elementary school children. Although research and theory do not provide a complete understanding of this process, they do suggest basic information which will guide the development of program goals. Super (1957) suggests that elementary pupils are in the growth stage of career development. Specifically, they are in the fantasy and interest substages where they are exploring and selecting preferences based on interests and on identification with others, with little or no consideration of their own skills and abilities. This awareness and exploration is an important aspect of career development and during this stage activities should be designed to expand pupils' awareness of a broad range of options. This need for broadening children's awareness of options is reinforced by Hansen's (1969) summary of the research which indicates that elementary school students (1) have a knowledge of prestige rankings of occupations, (2) tentatively choose higher level occupations, and (3) limit their range of vocational choices. These findings indicate that if young children do not receive help in the career development process, they may develop unrealistic, limited occupational goals.

Herr (1970) provides the following caution to program developers:

> Increasingly rigid walls have been erected between the pre-adolescent . . . and the vocational niches or educational options to which they must relate. In far too many instances, large segments of our student population . . . have no systematic models to which to relate or psychological support for the quest for behavior which is personally relevant. These conditions occur at a time when attitude formation is in its seed stages. Consequently, the total

> educational process must support and reinforce those experiences which will generate attitudes and self-acceptance. . . . Vocational values and attitudes need attention prior to specific skill consideration. . (pp. 55-56).

Walz, Campbell, Miller & Kriger (1973) suggest that it is also important to consider learning modes of elementary children when designing career education programs. Four major considerations include:

1. For elementary students, a major way of learning is through imitating the behavior of others.
2. Verbal skills are not highly developed in children; therefore, learning is enhanced if there is opportunity for physical activity.
3. Elementary school children are able to understand only those concepts which are represented in their immediate perceptual field.
4. Elementary school children need the opportunity to explore the occupational world rather than make definite choices (pp. 18-19).

In a recent publication, Miller (1978) reviewed the career development needs of nine-year-olds based on the data from the National Assessment of Educational Progress assessment of career and occupational development which was conducted during the 1973-74 school year. These data include responses to career development test exercises administered to a national sample of 28,000 nine-year-olds. The results indicate the following key career education needs of elementary school students.

Knowledge of Self. Most nine-year-olds can describe activities which interest them and which they can do well. They have more difficulty describing activities which they do not enjoy and do not do well. The activity areas mentioned indicate that sex-role stereotyping influences student selection of activities. Also, students are not clear about methods and resources they can use to improve their skills in their preferred activity areas. Activities which students engage in during the elementary school years provide a basis for the development of skills, interests, and occupational preferences. There is a need for career education programs to use strategies which will encourage students to participate in a wide range of activities, to select preferred activities based on individual preference rather than stereotypes, and to identify and use resources to develop skills in their preferred activity areas.

Occupational Knowledge. Most nine-year-olds know the duties and requirements of highly visible occupations. However, there is strong evidence of sex-role stereotyping which influences their openness to information about specific occupations. There is a need for career education programs to focus on reducing this stereotyping behavior and to expand the range of occupations with which the students are familiar.

Career-Related Experiences. Adequate career development relies on exposure to a broad range of experiences which help the individual define self, and identify a variety of life role options. Nine-year-olds have had limited participation in out-of-school activities such as lessons, other training, and visits to places in their community. There is a need for career education programs to help students be aware of and become involved in out-of-school experiences which can support career development.

Basic Skills Related to Occupations. Several test exercises assessed whether students could apply basic numerical, communication, and manual-perceptual skills to solve occupationally related problems. Only about half of the nine-year-olds were able to successfully complete these exercises. There is a need for career education programs to support the development of curriculum materials which relate skills learned in the existing school curriculum to skills which are needed in a variety of occupations.

Responsibility for Own Behavior. Several exercises focused on assessing the extent to which students feel they should assume responsibility for their own behavior in both current life situations and future career decisions. The results indicate that nine-year-olds view themselves as having limited responsibility for making both current and future decisions. There is a need for career education programs to help students understand that they need to assume responsibility for their own decisions and to help them develop effective decision-making skills for use in both current and future choice situations.

Use of Resources. The identification and use of resources are crucial career planning behaviors. Results of the assessment for nine-year-olds indicate that students at this age are very hesitant to seek help from others and are not aware that there are several types of resources which can be used to gain information and improve skills. There is a need for career education programs to help students identify resources, use these identified resources, and be open to seeking help from others.

Goals of Elementary School Career Education Programs. Ultimately, the goals of an elementary career education program are developed in respnse to the specific needs of the pupils served by the program. However, there is a common pool of goal areas derived from the career development needs of elementary pupils which can provide a basis for setting locally tailored program goals. Elementary school career education programs support the early stages of career development. At this level, program goals focus on helping students develop an awareness of the usefulness of basic skills both now and in the future, of various aspects of self such as skills, interests, and values, of a variety of available occupational and life role options, and of the need to be involved in assuming responsibility for making personal decisions. The introduction of these areas at the elementary level centers on a basic awareness level and utilizes the immediate life experiences of pupils in the areas of school, family, and community. Some broad goal areas which can be considered when developing specific program goals for elementary career education programs include helping students to accomplish the following:

1. Understand the relevance of basic skills such as mathematics and communication skills to current life activities and future adult roles.
2. Identify and participate in a variety of life experiences based on individual preferences rather than sex-role stereotypes.
3. Develop a positive self-concept and a willingness to participate in a variety of life experiences.
4. Accept older people and develop effective interpersonal skills.
5. Develop an awareness of self as a unique individual in terms of interests, skills, physical capabilities, and values.
6. Develop an awareness of a wide variety of occupations and occupational families.
7. Begin to assume responsibility for making personal decisions at school and at home.
8. Make and implement some decisions independently.
9. Identify and use resources needed for decision-making and planning.
10. Prepare for and make a successful transition from the elementary to the middle/junior high school.

The Role of the Elementary Counselor in Career Education. Guidance programs have traditionally been concerned with career development as an important aspect of human development. Career guidance is an integral part of total guidance programs. Career guidance programs are systematic programs involving school, home, and community which use guidance strategies at the individual, small group, and classroom levels to support the career development of students and to provide information about students' career development needs for use by the instructional staff in developing career-relevant curriculum. Career education programs rely on team planning in which the school counselor works cooperatively with other school staff to plan, implement, and evaluate the career education program.

In its position paper, "Career Guidance: Role and Functions of Counseling and Personnel Practitioners in Career Education," the American Personnel and Guidance Association (1975) says:

> The American Personnel and Guidance Association recognizes and supports the concept that role statements can be formulated most appropriately for individual practitioners employed in specific settings. Thus, it is not possible or appropriate to formulate universal statements about their career guidance role in career education which are highly specific and/or restrictive (p. 1).

The ACES position paper of the Commission on Counselor Preparation for Career Development/Career Education (1976) summarizes some of the key implications of career education for counselor functioning and preparation. Some key implications include:

> A change toward further emphasizing the counselor as a member of the career education team and away from emphasis as an isolated professional.
>
> A change toward emphasizing the counselor as a major influencer of curriculum change and away from the view of the counselor as one who helps students adjust to the curriculum.
>
> A change toward helping others use some of the expertise and understandings developed by the personnel and guidance movement. The direction is away from attempting to make such data the exclusive province of the counselor.
>
> A change toward counselor activity and involvement in the broader environment (pp. 5-6).

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These position papers emphasize two important concepts. First, elementary school counselors have unique expertise in areas which are vital in the development of elementary school career education programs. Second, the development of specific statements of the role and function of the elementary school counselor should be determined at the local program level. The elementary counselor's role in the design and delivery of career guidance programs includes both leadership and participatory tasks (ACES, 1976; APGA, 1975; Lamb & Deschenes, 1974; NVGA-AVA, 1973). It is important to stress again that the counselor is a member of an educational team with unique expertise. Leadership tasks are those tasks for which the counselor assumes major responsibility for planning and implementation. Participatory tasks are those tasks for which the counselor provides input and shares responsibility with other school staff. The use of the terms leadership and participatory does not infer that the counselor assumes administrative responsibility for leadership tasks and is subordinate to other staff in participatory tasks. Leadership tasks are those areas for which the counselor's unique expertise makes him/her particularly qualified to assume major responsibility in program planning and delivery; while participatory tasks are those tasks for which the counselor has an equal contribution to make along with other school staff members. The ASCA statement on the role of the school counselor (1967) suggests three major areas of counselor functioning: counseling, consultation, and coordination. These function areas would apply to both the leadership and participatory task areas.

The following career education program development tasks are those for which the elementary school counselor might assume major responsibility. However, the process of designing and implementing activities related to these tasks would be shared with other school staff and would involve counseling, consultation, and coordination activities by the counselor.

1. Provide consultation with teachers, parents, and community resource persons to clarify the nature of career development, develop goals for elementary career education programs, and specify the needs of individual students.

2. Provide career guidance for all students to support their achievement of career development goals using individual and small group counseling strategies and classroom guidance strategies.

3. Identify, collect, organize, and encourage the use of information resources in the areas of self, education, and occupational information.

4. Identify and use materials which help students learn effective career decision-making skills.

5. Coordinate efforts to reduce the influence of racism and sexism on the career development of students.

6. Coordinate the career assessment process to provide information for students which will help them better understand themselves as unique individuals.

The following career education program development tasks are participatory tasks which the elementary counselor would share with other school staff. While the counselor has special expertise related to each of these tasks, other staff might more appropriately assume major responsibility for these tasks.

1. Identify, organize, and encourage the use of community resources to provide both in-school and out-of-school career awareness and exploration experiences for all students.

2. Participate in career education curriculum development by providing information about the nature of the career development process and about the specific, identified career development needs of the students.

3. Help design and implement procedures to coordinate the articulation process between the home and the school and between the elementary and

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middle/junior high schools, thus insuring continuous, coordinated career guidance for all students.

4. Participate in the design, collection, and use of career education program evaluation to provide information about the effectiveness of the program and to encourage program revision and expansion.

CAREER EDUCATION PROGRAM SUPPORT

The development and implementation of elementary career education programs relies on various types of program support. First, there is a need for increasing basic awareness and understanding of the career education concept. This is still a relatively new educational concept and, before effective programs can be developed, staff, administration, parents, and community members need to understand the concept more clearly. Second, there is a need for clear administrative support for career education. Educational programs thrive only when they have strong administrative endorsement and approval. At present, this administrative support is not always present, thus inhibiting career education program development.

Third, there is a need to allocate education funds to career education programs. Financial support is essential and will be more easily obtained when career education programs are viewed as an integral part of the total educational program, rather than add-on programs. Fourth, it is important to define a reasonable role for the counselor based on existing counselor-student ratios. Many counselors commented that involvement in career education programs is difficult because of the high counselor-student ratios which are common at the elementary level. This means that career education activities may be limited because these activities are only one important part of the total elementary guidance program. Finally, there is a need for counselors to have the flexibility to redefine their role based on the new counselor functions which emerge from career education program development activities.

IMPORTANT COUNSELOR COMPETENCIES

Traditionally, counselor education programs have provided training in skills related to career development. These skill areas provide important competencies related to career guidance and career education. However, there is a need to continue to strengthen both pre-service and in-service training programs. The following competencies are condensed from the ACES Position Paper on Counselor Preparation for Career Development/Career Education (1976). Elementary counselors will have many of these competencies as a result of pre-service training and work experience. However, counselors may need in-service education to continue to strengthen their skills in these competency areas.

1. Knowledge of career and human development theory and research and skills in communicating this knowledge to others involved in the career education program.
2. Skills in identifying, organizing, and encouraging the use of career information resources related to self, education, and occupational information.
3. Skills in the use of individual and group counseling practices which support the career development of students.
4. Skills in the use of career guidance practices which help students assess self, identify and use information sources in career planning, learn and use career decision-making skills, and relate career decisions to life style and life roles.
5. Skills in the use of career assessment strategies which provide information to individual students for use in career planning and to the school staff for use in curriculum development.

6. Knowledge of the unique career development needs of special student groups (minority students, girls, handicapped students) and skills in using strategies to reduce discrimination in order to broaden opportunities for these students.

7. Skills in using consultation strategies which will involve teachers, parents, and community resource persons in the career education program.

8. Skills in program development procedures such as needs assessment, goal setting, guidance and curriculum strategies, change processes, and evaluation techniques which are necessary to the development of comprehensive elementary school career education programs.

SUMMARY

Elementary guidance and career education programs share the common goal of facilitating human development. While elementary guidance focuses on all aspects of human development, career education is most concerned with career development. Research and theory provide an understanding of the career development needs of elementary school pupils. Using this information, it is possible to specify broad goal areas which can be addressed in elementary career education programs. Specific program goals for any particular elementary career education program should consider both these broad goal areas and specific data about the needs of the pupils served by the program.

Career guidance activities which facilitate the career development process have traditionally been an integral part of guidance programs. These activities can also support the goals of elementary career education programs. Career education programs are designed and implemented by the total educational team. The specific role and function of elementary counselors in career education will be determined locally and should not be specified in detail in a nationally oriented position statement. However, existing professionally endorsed statements are available which provide broad leadership and participatory tasks which can be the focus for counselors in career education programs. These statements can assist counselors in local programs in developing their role definitions.

The successful development of career education programs and of definitions of the role of the elementary school counselor in these programs depends on various types of program support, such as staff awareness and understanding of career education, administrative support and endorsement of the importance of career education, allocation of educational funds to support career education, reasonable counselor-student ratios at the elementary level, and the flexibility for counselors to redefine their role. Also, the availability of training experiences is an important factor. Counselors, through their pre-service training programs, have skills which are important to the development of career education programs. It is also important to provide continuing in-service training opportunities which will help counselors increase their career education related skills.

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The Role of the Counselor in Secondary School Career Education

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Career development theories have formed the basis for much of what occurs in career education and career guidance, but the terms "career development," "career guidance," and "career education" are not synonymous. In underscoring their differences, Hoyt (1977) commented that while career development is a process extending over the life span, career guidance is a set of predominantly counseling services designed to assist persons in that process, and career education adds emphasis upon the direct participation of educators, family, and community. In brief, career education places as much store upon modifications of the teaching/learning process as it does upon career guidance as an intervention tool (Hoyt, 1977). This pyramid concept, if not its proposed substance, is supported by career development theories emphasizing the development stages of career awareness, exploration, preparation, establishment, and decline.

In 1977, Hansen undertook an examination of the multitude of career education definitions and concepts which have emerged since 1971. She proposed the following expanded definitions of the three terms, based on her review of the literature.

> **Career Development** is a continuous, life-long person-oriented process of developmental experiences focused on seeking, obtaining and processing information about self (values,

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> interests, abilities), about occupational-educational alternatives, about life styles and role options, about socioeconomic and labor market trends, and engaging in purposeful planning in order to make reasoned decisions about work and its relation to other life roles with benefit to self and society. (Hansen, 1977, p. 39).
>
> **Career Guidance** is a systematic program involving counselors and teachers which is a part of career education designed to increase one's knowledge of self, of occupations, training paths, and life styles, of labor market trends and employability skills, and of the career decision-making process and which helps the individual gain self-direction through purposeful and consciously integrating work, family, leisure, and community roles. (Hansen, 1977, p. 39).
>
> **Career Education** is a person-centered developmental, deliberate and collaborative effort by educators, parents, and business-industry-labor-government personnel to systematically promote the career development of all persons by creating experiences to help them learn academic, vocational, and basic skills, achieve a sense of agency in making informed career decisions, and master the developmental tasks facing them at various life stages through curriculum, counseling, and community. (Hansen, 1977, p. 39).

As stated, most career development theories describe it as an on-going process extending from infancy through adulthood. It is seen as a part of human development and while its optimum state is dependent upon the positive effects of external forces or programs, it also reflects a personal growth pattern that differs in each individual (NVGA/AVA Position Paper, 1973). Herr (1972) also emphasized these individual differences when he noted that individuals differ in their readiness for career development interventions.

He further suggested that these differences in readiness require different types of experiences to be available at given educational levels.

Osipow (1970) has stated that career development is characterized by two types of change or evolution. One change occurs within the individual as a function of age and experience while the second is represented by the impact on that individual of changing personal circumstance, changing economics, changing information, and changing occupational options. Osipow also cited the need to develop related programming for students that was neither too rigid nor too tightly conceived (Osipow, 1972).

The career development needs of secondary school-aged youth then do differ, according to these and other theorists, by grade level, by individual, and by previous experience. Because one would find students of the same ages or grade levels at notably different stages of development or readiness, designing a program based on the "average" student would yield only meager success. Students exposed to a comprehensive exploratory program in middle or junior high school, for example, may be farther along than chronologically older students who have not had the benefit of such a program. This latter group might well need to return to a career awareness mode before they could establish the basis on which exploratory activities could be built.

There are, however, commonly recognized career development needs existing in varying degrees among students in grades seven through twelve. The Study of Career and Occupational Development, completed in 1976 by those under contract to the National Assessment of Educational Progress, examined the career development needs of various age groups. Specific to this paper is their identification of basic career development needs of thirteen-year-olds (Aubrey, 1978) and seventeen-year-olds (Mitchell, 1978). Needs highlighted in those studies were summarized by Tiedeman, Katz, Miller-Tiedeman, and Osipow (1978) as follows:

1. Knowledge of personal characteristics and the requirements of several different careers and occupations.
2. The relationship of individual characteristics to the requirements of occupations of interests.
3. Plans for career development and change.
4. Improvement of career and occupational capabilities.
5. Possession of skills that are generally useful in the world of work (numerical, communication, manual-perceptual, information-processing, and decision-making, interpersonal, and employment seeking.
6. Effective work habits.
7. Positive attitudes toward work.

These findings appear to support a number of career development constructs found in other parts of the literature. Bottoms and Sharpe (1973) suggested that while "hands on" experience is essential if career education is to be prevented from being a hollow exercise in rhetoric, the development of a positive and compatible self-concept as this reality testing takes place is an equally important objective. They observed that the career development goals proposed in 1970 by Tennyson, Klaurens, and Hansen for this grade cohort did achieve some success in blending the two objectives (Bottoms and Sharpe, p. 125).

THE GOAL OF SECONDARY SCHOOL CAREER EDUCATION PROGRAMS

In a paper addressed to the practice of career education in the middle or junior high schools and senior high schools, it is important to describe how such a program would look in practice. If the primary purpose of career education in the secondary school is to assist in the career development of an individual through

MAJOR CAREER DEVELOPMENT GOALS

Junior High Years 7-9	Secondary Years 10-12
Clarification of self-concept	Reality testing of a self-concept
Assumption of responsibility for career planning	Awareness of preferred life style
Formulation of tentative career goals	Reformulation of tentative career goals
Acquiring knowledge of occupations and work settings	Increasing knowledge of and experience in occupations and work settings
Acquiring knowledge of educational and vocational resources	Acquiring knowledge of educational and vocational paths
Awareness of decision making process	Clarification of decision-making process as related to self
Acquiring a sense of independence	Tentative commitment within a changing world
	Acquiring job entry skills

Source: Tennyson, Klaurens, and Hansen (1970)

collaborative efforts of school, home, and community, then an effective career education program must at once address the career development needs of students, ensure comprehensive career guidance service, relate all curriculum to its later appearance in the work world, and involve all resources of the school and community to achieve these ends.

The model developed by Pinson (1972, 1976) serves to illustrate the scope and sequence of such a program in action. Change agents are defined as the school, the family, and the community, while the processes of career development and vocational skill development are shown as being nurtured by those agents across a child through adult continuum. The area with which we are concerned, the secondary school, and the practitioner about whom this paper is being written, the school counselor, are clearly present if not explicated in this overview of program goals and individual outcomes. Additionally, specific contributing roles of all educators, including counselors, can be inferred as can those of community adults.

It bears repeating here that career education is not an add-on to the curriculum; rather it is a new way of looking at teaching and learning that can enrich all subject matter and student activity. All elements of the school program (instruction, guidance, work-experience, administration, and extra-curricular activities) can be integrated with the resources of the community to achieve multiple opportunities for students. Among these would be planned occasions for them to assess personal attributes and aspirations; develop personal, social, educational and occupational goals; make choices about lifestyles and values; acquire decision-making skills, and develop the vocational skills of their choice; and increase the ability to solve problems related to present and future roles, settings, and events in life by virtue of real experiences undertaken with concerned adults acting as mentors.

We have come to understand that career education is distinguished from other educational interventions in its reliance upon collaboration among educators and between the school and community. In practice, academic and vocational educators borrow from one another certain knowledges and skills that would enhance existing content and instructional strategies in their own areas. Counselors mediate these exchanges as well as those with members of the community. In merging their different talents, resources, and purposes, both school and community personnel not only contribute to the student's career development, they improve their own performance as advocates.

GOALS FOR SECONDARY SCHOOL CAREER EDUCATION PROGRAMS

Inherent in many of the definitions of career education are the purposes and outcomes we have come to associate with program goals. Concepts such as self-awareness, educational awareness, basic skills, attitude development, career awareness, career exploration, career planning and decision-making, career preparation, job acquisition and retention, and consumer and economic awareness appear in most definitions or discussions of career education. Many states and local educational agencies have derived general program goals for career education from these concepts. Examples of such goals are:

> **Self-Awareness:** To acquire a positive attitude toward self and others, a sense of self-worth, and the motivation to accomplish personal goals.
>
> **Educational Awareness:** Recognize that all educational experiences are integrated with total career development and preparation.
>
> **Basic Skills:** To develop the basic skills of reading, writing, computation, speaking, and listening which are essential to successful preparation for and application to a constructive and satisfying career.
>
> **Attitude Development:** Develop positive attitudes toward learning, work, leisure, and individual and cultural differences.
>
> **Career Awareness and Exploration:** Develop an early and continuing awareness of career options and opportunities and explore these in relationship to maturing personal values, interests, and aptitudes.
>
> **Career Planning and Decision-Making:** Engage in a career development process designed to increase knowledge of self, work, leisure, and society, and apply this knowledge in making wise decisions along the career development continuum.
>
> **Career Preparation:** Develop competencies needed for progression or entry into the next educational or occupational level.

Job Acquisition and Retention: Develop skills to locate and interview for a job and to remain employed.

Consumer and Economic Awareness: To understand the contribution of work to the economic system and acquire the consumer competencies needed to make wise decisions in the use of individual resources.

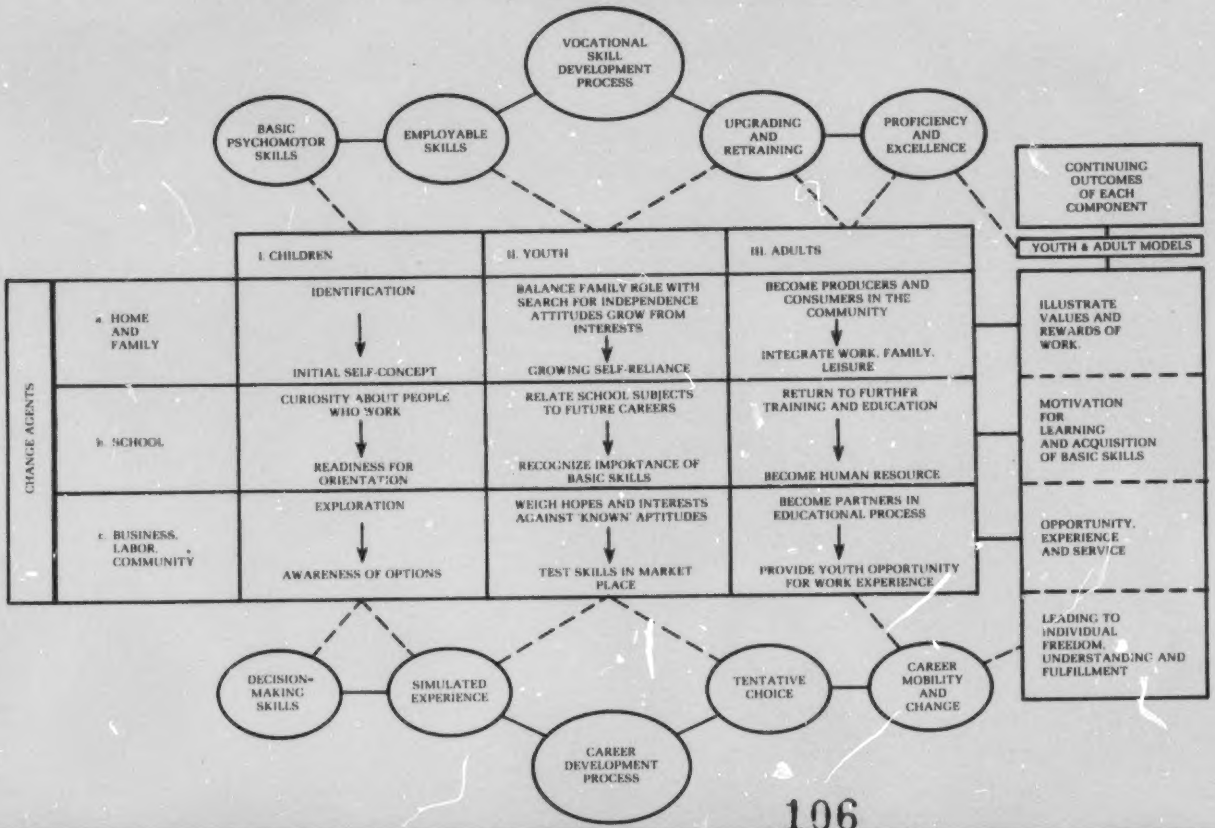
When identifying goals for career education in the secondary school it is important to realize that such goals must be derived from the common career development needs of most secondary school students. Any such goals or purposes must be verified against a local needs assessment, and if necessary, modified to form the basis for a career education program in a particular school. From these needs and goals, measurable objectives, specific activities, and role assignments for school and community personnel will logically follow.

THE ROLE OF THE SECONDARY SCHOOL COUNSELOR IN CAREER EDUCATION

It may be misleading to speak of the role of *the* secondary school counselor in a given career education program. All school personnel have a part in career education. Some, through their interests, knowledge, experiences and skills will wish to assume a more active and direct role. Others, including many school counselors, will lend support, participate, and contribute to the program, but will not necessarily lead. It is probably wiser to speak of the role of the *guidance staff* in career education for it is from that staff that leadership for most school-based career education programs usually evolves.

Different levels of interests, skills, and knowledges characterize a typical high school guidance staff; thus different role preferences are assumed in providing for

CAREER EDUCATION MATRIX



CHANGE AGENTS		I. CHILDREN	II. YOUTH	III. ADULTS
	a. HOME AND FAMILY	IDENTIFICATION ↓ INITIAL SELF-CONCEPT	BALANCE FAMILY ROLE WITH SEARCH FOR INDEPENDENCE ATTITUDES GROW FROM INTERESTS ↓ GROWING SELF-RELIANCE	BECOME PRODUCERS AND CONSUMERS IN THE COMMUNITY ↓ INTEGRATE WORK, FAMILY, LEISURE
	b. SCHOOL	CURIOSITY ABOUT PEOPLE WHO WORK ↓ READINESS FOR ORIENTATION	RELATE SCHOOL SUBJECTS TO FUTURE CAREERS ↓ RECOGNIZE IMPORTANCE OF BASIC SKILLS	RETURN TO FURTHER TRAINING AND EDUCATION ↓ BECOME HUMAN RESOURCE
	c. BUSINESS, LABOR, COMMUNITY	EXPLORATION ↓ AWARENESS OF OPTIONS	WEIGH HOPES AND INTERESTS AGAINST 'KNOWN' APTITUDES ↓ TEST SKILLS IN MARKET PLACE	BECOME PARTNERS IN EDUCATIONAL PROCESS ↓ PROVIDE YOUTH OPPORTUNITY FOR WORK EXPERIENCE

CONTINUING OUTCOMES OF EACH COMPONENT

YOUTH & ADULT MODELS

ILLUSTRATE VALUES AND REWARDS OF WORK.

MOTIVATION FOR LEARNING AND ACQUISITION OF BASIC SKILLS

OPPORTUNITY, EXPERIENCE AND SERVICE

LEADING TO INDIVIDUAL FREEDOM, UNDERSTANDING AND FULFILLMENT the personal, social, career, and educational development of students. Consequently, two different counselor proclivities toward career education can be said to exist. One chosen role, participatory, places the school counselor as a member of the career education team. The other role, coordinative, places the counselor (or counselors, if this role is shared) in an orchestrating or leadership role in the school's career education program. A discussion of these role options follows.

THE COUNSELOR AS MEMBER OF THE CAREER EDUCATION TEAM

Many of the goals of career education relate directly to the knowledge and skills already present in members of a school's guidance staff. Self-awareness, attitude development, decision-making skills, interpersonal skill development, and needs assessment always have been concerns of most school counselors. On the other hand, involvement in career and educational awareness, career exploration, and career planning needed by students is also a concern, but for fewer counselors. This involvement has usually appeared as a mutually supportive but separate program from the acquisition of basic skills, vocational preparation, and other curriculum programs—and has been described by most as career guidance. The counselor as member of the career education team would be expected to combine these participatory roles to better advantage. As student advocates, they would balance personal and career development needs of youth as they work with other school and community personnel. This role of the counselor enriches, if it does not take the initiative in, the student's career education.

THE COUNSELOR AS COORDINATOR OF THE CAREER EDUCATION TEAM

The coordinating role is defined as a primary leadership responsibility for initiating and maintaining the infusion of career education concepts and activities into the total school curriculum, including the guidance

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dimensions. It is a role that must be assumed by some one person or group if the schools are to pursue the community collaboration necessary to meeting the career development needs of students. Because of their training and experience, school counselors are uniquely qualified to assume this leadership. This orchestrating function of the school counselor can also be defined as that of a career consultant to the entire school staff and key community members. Its focus is less concerned with the indispensability of the school counselor and more concerned with illuminating the skills of the entire guidance staff, of every educator, paraprofessional, and service worker on the school premises, and of the parent, business, and labor communities. Such leadership wold take on the planning and implementation of a comprehensive career education program and would involve, at the very least, the following functions:

a) the assessment of student, staff, parent, and community needs as they relate to the place of work in their lives,

b) the identification of related competencies and interests among community and staff members that could be brought to bear in meeting these needs,

c) the formulation of program goals and objectives based on these needs and the strategies and resources to be utilized, and

d) the organization of teams and committees to plan, implement, monitor and evaluate the effects of the career education program.

Clearly, this proposed role for school counselors would result in assisting each staff member and community participant not only to share unique skills and knowledges with students, but would contribute to the on-going career development of these adults as well.

As recently as 1979(a), Herr confirmed the continuing importance of consultation being employed by the practitioner assuming leadership in career education. As Wrenn (1962) suggested nearly two decades ago, Herr sees this expansion in the number of people who directly assist students in their career development as consistent with the role of the counselor. While still remaining specialists in human behavior, and emphasizing the improvement of the student's sense of personal worth and achievement, counselors orchestrating career education would take counsel with all who influence the learning environment as well as the students themselves.

Quinn (1978) described four sub-roles or strategies for the school counselor who becomes the school's career consultant. He sees that individual serving as a coordinator, facilitator, model, and resource to the school staff in implementing and maintaining the program. To complete Quinn's model, one would need to add the roles of school-community liaison and consultant proposed by Hoyt (1976) to assure the career education program's success. In these expanded consulting roles the counselor would encourage and maintain communication between the school staff and the community; a skill that resides in most counselors, but which is typically exercised with a smaller audience.

THE PRACTICAL SIDE OF SCHOOL COUNSELOR'S ROLE: CONSTRAINTS, SKILLS, AND CHOICES

In spite of the exposure to nearly a decade of conceptualizing at the Federal and state levels, today's secondary school counselor has not automatically been imbued with both the desire and the skill to lead or even follow a school's career education effort. It is probably more accurate to state that a small percentage of counselors in these settings will seize the initiative because it fits with their perceptions of what the *profession* should be about, while others will avoid direct involvement for exactly the same reason. The larger group, those counselors belonging in the category of "career education is real, important, but where and how do I fit in?" should logically be the one to whom proponents should address their efforts.

What are the major issues expressed by this group of practitioners? Minor and Burtnett (1979) gathered data from regional conferences across the country and reported a counterpoint of problems and their possible solutions . . . given the removal of that which were viewed by these counselors as existing constraints exemplified in their schools. Four areas emerged as dominant.

ISSUES	**POSSIBLE SOLUTIONS**
Training has too often emphasized remediation and therapy at the cost of the educational and developmental aspects of counseling that lend themselves to career education.	Upgrading in program development and management skills could be provided by parent universities, state agencies, supervisors. This should signify commitment and intention to modify certification standards in line with these competencies.
School counselors tend to acquiesce to administrative directives: scheduling, compliance, paperwork, etc. dominate time not devoted to "problem" students.	Administrative acceptance and active support of career education as the unifying theme of the school's curriculum would permit our submission of needed role modifications.
Counselors taking the initiative in career education are often viewed with envy or suspicion by supervisors as well as colleagues. They are seen as usurping the turf of the vocational educator, the family, or the subject matter teachers.	Recognition by other school personnel of the counselor's mobility, adult as well as youth advocacy, and specific knowledges in human development and behavior. This would reduce conflict and set the stage for teamwork in career education.
Counselors fall into the trap of trying to be all things to their colleagues. When this backfires, it's natural that they return to what they do best: counseling individual students who come to them with problems.	Provision to the counselor of the time, authority, and status to gather resources, access a budget and train other educators as well as students in career development stages, knowledges, and skills.

Minor and Burtnett (1979) also found that these practitioners referred certain roles in career education. In addition, they prioritized their own responsibilities for desired student outcomes.

NECESSARY COUNSELOR ROLES (matched with outcomes; rank specified)	**STUDENT OUTCOMES** (rank-ordered by counselors)
Providing the experiences leading to student self-awareness and understanding of the range of educational and occupational opportunities available (rank #4 of 8)	Self-understanding and knowledge of educational/occupational opportunities necessary for informed career decisions
Assisting students in placement both in jobs and in postsecondary institutions (rank #5 in 8)	and awareness of access points to and resources for continuing and recurring education (tied for 1st rank in 9 outcomes)
Providing professional career guidance to students, both individually and in groups (rank #2 of 8)	Awareness of means for changing career plans, of societal and personal constraints impinging on career choice alternatives (rank #4 of 9)
Helping teachers understand and use the career development process as a basis for their infusion of career education concepts into the teaching/learning process (rank #3 of 8)	No equivalent outcome

Counselor role preference for these respondents clearly emerged as synonymous with certain dimensions of career guidance . . . whether with students, parents, or teaching colleagues. In no case did these counselors match their role preference rank with an equally ranked student outcome, nor did they designate themselves as exclusively responsible for any of those listed. That is, even in those roles preferred above all others (ranks 1 through 4), practitioners indicated they would assume leadership but not total ownership or accountability. In three student outcomes not listed above (productive use of leisure time, good work habits, and basic skill competency), counselors showed the most consistency in the matching of counselor role and student outcomes by ranking these lower in importance for students while assigning themselves only participatory or ancillary roles in their achievement. Still another observation is that no student outcome provided in Hoyt's (1977) list responds to the counselor's wish to influence the teaching and learning process in ways that respect life stages and career development tasks they see as important.

THE CHALLENGE IN COUNSELOR INVOLVEMENT

In a recent publication, Herr (1979b) considered the dilemma of today's school counselor as less concerned with the choice between general guidance and career guidance as it is with acting on the recognition that career needs are dominant for all youth in some visible degree. How to do it is the umbrella question, he suggests, with sub-issues defined as: where does it happen? With whom must we work? How do we combat the stereotypes of race, physical handicap, sex, and ethnic background as precluding occupational access? How do we view this expanded role as an opportunity and not as a burden? (Herr, p. 159-60).

Pinson (1979) placed the challenge in yet another light when she linked this expanded perspective to a number of Federal statutes. Suggesting that architects of laws now on the books assume that counselors have answered these questions for themselves, not only as they relate to career education but to other social welfare reforms as well, she observed that certain familiar guidance functions could be expanded to meet the major trends embodied in legislation where counselors are cited.

Within such an array of legislative mandates, career education keeps company with CETA, Education for the Handicapped, Vocational Education, Juvenile Justice, and dozens of other program jurisdictions that space limitations alone removed from this analogy. As such, career education might conceivably be viewed in this perspective as a far less threatening and much more logical mission for counselors seeing its connection with other work-focused legislation in which they will become involved.

Consider, for example, the counselor who monitors, then certifies, a CETA sponsored work experience as a bona fide equivalent to one requirement for high school graduation. Another counselor assists teachers, parents, and students in the selection of ways to determine the achievement of certain career development tasks for a handicapped student. A third counselor not only collects information from employers about the qualities they most value in their workers, but succeeds in the initiation of an on-going dialogue between them and the school faculty as to the relevancy and currency of the curriculum as it relates to life skills, work skills, and social skills. A fourth counselor trains a group of students made up of work-study participants, vocational club members, and potential drop-outs (who are nonetheless student leaders in their discontent) as peer counselors. They now work under that counselor's supervision with sophomores and juniors wishing to acquire job seeking, job finding, and job keeping skills. Are these illustrations inconsistent with basic counseling philosophy or do they, in fact, simply demand a resurgence of energy and imagination in today's practitioner?

Counselor competencies such as interpersonal and group process skills, needs and resources identification and assessment, public relations and community involvement, and program management skills *can* be redirected to provide career education leadership. These capacities, plus refreshed knowledges of career guidance, and placement methods and procedures, are bound to have an impact, not only upon the career maturation of students but on the degree of attention and credence given by the schools and society to the practice of guidance.

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School Counselor Collaboration with Teachers and other Education Personnel in the Delivery of Career Education

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INTRODUCTION

Schools in our society have traditionally been given the important responsibility of the education and guidance of youth. All educational personnel—teachers, administrators, counselors, librarians, and others—share a common commitment to the task of providing an environment in which all students can experience intellectual, social, physical and emotional growth as human beings. And although each member of the educational profession affects students in a unique way, all of these professionals form a community of persons with a common commitment.

One of the common goals of education to which this community has historically dedicated itself is that of education as preparation for careers. That is, as educators we have designed structured educational experiences, curricula, and student personnel services to facilitate students' career development. And, although counseling and guidance personnel have been, because of their training, especially commissioned to foster students' career development, all educators, by the very nature of their relationship to students in the educational setting, share this role.

The emergence of the career education concept since 1971 has served not only to remind us of all educators' common concern for students' career development, but also to remind us that this same concern is shared by both parents (home-family) and the community (business-labor-industry). Career education can be defined as

> . . . an effort aimed at refocusing American education actions of the broader community in ways that will help individuals acquire and utilize the knowledge, skills, and attitudes necessary for each to make work a meaningful, productive and satisfying part of his or her way of living . . . (Hoyt, 1977 a, p. 5).

Career education can be implemented in two primary ways—infusion and collaboration:

> . . . We seek integration within the formal education system of education so that education as preparation for work will become both a prominent and a permanent goal of all who teach and all who learn at every level of education. Further, we seek collaboration in meeting these student needs among the formal system of education, the business-labor-industry-professional-government community, and the home and family structure. (Hoyt, 1975 b, p. 204).

The importance of collaboration among the home, the school, and the community in implementing career education has been a frequent topic in the literature of career education. The concern for collaboration has been especially evident in the many works of Hoyt, currently the Director of the Office of Career Education and the person who, with Marland, has been most responsible for the development of the concept.

> From the beginning, career education has been pictured as a collaborative effort involving

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> educators, the business/labor/industry/community and the home and family structure. (Hoyt, 1976 b, p. 9).

The word "collaboration" rather than the word "cooperation" is purposely used here in order to emphasize that implementation of the career education concept is not something education institutions can do by themselves.

> The rationale for career education's emphasis on collaboration is simple and straightforward. Basically, it simply recognizes that, if education/work relationships are to be improved, the "world of formal education" and the "world of paid employment" cannot continue to be completely separate worlds—with members of each continuing to blame members of the other for the failure of students to make a successful transition from one "world" to the other. Instead, the two "worlds" must recognize their increasing need to collaborate as students—both youths and adults—increasingly follow patterns that see them moving, at various times in their lives, from one "world" to the other. (Hoyt, 1976 a, p. 8).

True collaboration in career education exists when all those who have a major influence on students' career development share equally the responsibility for guiding students. Such collaboration can have numerous positive results, both for students and for those collaborating on behalf of students. The major benefits are these:

1. Strengthening of the traditional commitment to students' development among parents, educators, and community members.
2. Increased attention to students' career development needs through consistent and comprehensive career guidance and counseling.
3. Increased ability of the school to have a positive influence in the development of knowledge; attitudes

and skills needed by students to make a successful transition from education to work.

IMPLICATIONS OF COLLABORATION FOR THE ROLES OF ALL EDUCATORS

Every society is continuously in the process of experiencing change and growth in its political, social, and economic life. With major changes in society, the viability of the society's basic institutions, which are embodiments of its transcendent social values, is questioned. The home, the school, and the church are, perhaps, the three most traditional societal institutions. They are continually asked to reexamine their purpose, role and responsibilities in light of changes in society. As a result, some roles are maintained, some become obsolete, some are transferred to other institutions, some are altered, and some are acquired. If the institution is to continue to represent its core concerns and, yet, to remain responsive to the demands of the culture in which it exists, it must adapt or die.

In the same way, professions, like education, which represent the most basic human values, are affected by changes in society. If we are to represent our core concerns and yet try to respond to the demands of our culture, we must be willing to reexamine continually our purpose, roles, and responsibilities. The dynamics of this process are described well in a recent essay by English professionals; what is said is applicable to all education professionals:

> English teachers and others in the profession are constantly in the process of defining the discipline that we Americans call "English."
>
> By questioning its own purposes, the English profession recognizes that [its] work must be reassessed, redirected, and reviewed as its living context changes. And as the profession develops and this capacity for self-assessment, with its implied dimensions of freedom and courage to make

> changes as a result of new insights, the process of definition becomes a significant element in any truly comprehensive description of what "English" is.
>
> But changes in definition have not altered the profession's core concerns. (Davidson, Dougherty, Perry, Yesner & Farmer, 1975, p. 59).

The concept of career education emerged in the early 1970's as a response to a combination of major societal changes—political, economic, and social. The call for collaboration implied numerous changes in the roles and responsibilities of all educational personnel. The fundamental change was the call for more equal participation among educators in facilitating students' career development. For some educators, this meant acquiring entirely new roles; for others it meant a sharing of a traditioal role; for others it meant seeing a whole new dimension to a current role. In any case, collaboration required greater communication and participation among all educators.

IMPLICATIONS OF COLLABORATION FOR THE ROLES OF COUNSELORS

The call for collaboration appears to have special implications for changes in the roles and responsibilities of counselors. Various documents provide an analysis of some of the possible changes.

Richins' essay, "The Counselor's Role in Career Education," characterizes these changes:

> Different and more demanding responsibilities to the guidance and counseling staff came with the advent of career education and the redirected emphasis on the student as the center of the program. . . .
>
> Changes in the counseling role that seem more likely, and those that will tend to reshape or create new roles for the counselor as a result, are: use of

> partnership situation; developmental counseling; accountability; demonstration or use of interpersonal and intrapersonal skills; and, the counselor's self image. (Richins, 1973, pp. 379-80).

Hoyt (1977) describes functions appropriate for counselors in career education. The following five involve collaboration with other educators.

1. Helping members of the teaching faculty understand and utilize the career development process as a basis for threading career education concepts and content into the teaching/learning process.
2. Developing and utiizing experiential education methods and procedures for use in helping students develop *increased self-awareness*, self-understanding, and understanding of educational/occupational opportunities.
3. Coordinating career education activities, at the building level, in a scope and sequence pattern consistent with the *basic principles* of career development.
4. Helping members of the *teaching faculty* and *parents* with problems they face in *providng career guidance to students*.
5. Developing and promoting a variety of educational and community actions and efforts aimed at *reducing race, sex, and physical/mental* handicapping conditions as deterrents to full freedom of educational and occupational choice for all persons.... (pp. 30-31).

In what is, perhaps, one of his more eloquent statements on changes needed in the counselor's role, Hoyt states:

> . . . the proponents of career education regard the school counselor as an important—indeed, vital—participant in any career education activity, particularly at the high school level. However, this participation will require that counselors broaden their concept of responsibility to include such things as greater participation in school curriculum

planning, more involvement with students in the classroom as well as in other settings, and increased activity outside the school to build relationships with the business-labor-industrial community. Obviously, in order to accept these new responsibilities, some of the traditional duties of counselors will have to be eliminated or redefined.

Career education will make it necessary for counselors to acquire greater knowledge of such things as the labor market, decision-making, career development, job placement, occupation classification systems, and job training information systems.

In turn, this new thrust will doubtless necessitate rather extensive changes in the nation's counselor education program (Hoyt, Evans, Mangum, Bowen & Gale, 1977, pp. 388-89).

SUMMARY OF MAJOR ROLES FOR COUNSELORS

Counselors have numerous opportunities to become involved in career education, but this involvement will mean for them, as it does for all educators, some changes in role and responsibility. Role changes will need to occur in the relationship of counselors to the three elements of the educational process: curriculum, instruction, and administration.

CURRICULUM

1. Counselors can assist curriculum development personnel in curriculum evaluation and revision.

2. Counselors can assist teachers in identifying, obtaining, and evaluating curriculum resources which would help them to achieve the goals of career education in their academic disciplines.

3. Counselors can assist teachers in designing cooperative educational experiences to supplement the curriculum experiences such as field trips, internships, speakers' bureaus.

4. Counselors can assist library personnel in updating, selecting, obtaining and evaluating library resources for students' career guidance.

5. Counselors can share the wealth of career information and materials typically found in their offices with teachers and librarians.

INSTRUCTION

1. Counselors can help teachers to see how the goals of their subject matter relate to the goals of career education. They can assist teachers in developing and identifying methods and materials that will help students see the value of the subject for all careers and expose them to the many career opportunities related directly to the study of the subject. For example, a counselor can assist a math teacher in developing a unit on the importance of mathematical concepts in the work of carpenters, computer technicians, nurses, business managers and economists as well as chemists, physicists and actuaries. Another unit could focus on the importance of mathematics in everyone's daily life.

2. Counselors can develop faculty/staff development programs (seminars, workshops, minicourses) for all school faculty (part-time, full time; temporary and permanent; substitutes and student teachers and teacher's aides, etc.) who have the opportunity to influence students' career development. They would include such topics as the process of career development and career decision-making and would focus on training teachers to help students accomplish the specific career development tasks of their particular age group (Tennyson et al, 1975).

3. Assistance to faculty should reflect the counselor's special understanding of and expertise in the following areas: the career education concept; career development theory; the career decision-making process; occupational, vocational and career information resources; community resources for classroom collaboration; the value of various disciplines for all

careers; and the careers related to the study of each discipline.

ADMINISTRATION

1. Counselors can assist school administrators in evaluating the way in which the school's total policies, programs and services are meeting the career development needs of students and the goals of career education.

2. Counselors can assist administrators in the development of new policies, programs, and services.

3. Counselors can assist administrators in the establishment of community relations networks (advisory councils) for collaboration with the school.

4. Counselors should seek administrative support for their involvement in career education activities.

SUMMARY

Counselors have the particular opportunity, in working with other educators, to remedy one of the shortcomings in career education as it is currently implemented in some places. That is, counselors might make other educators aware of what is currently known about the career development process, both theoretically and empirically, and make sure that the career education program is providing students with activities and experiences developmentally appropriate for each age group.

This opportunity, as expressed in the roles cited above requires counselors to act as consultants, coordinators, trainers, and providers of resources as well as program developers and providers of counseling services.

Hoyt et al. (1977) summarize the changes which involvement in career education implies for counselors.

1. A change toward emphasizing the counselor as a member of the career education team and away from an emphasis on the counselor as an isolated professional worker.

2. A change away from viewing the counselor as one who functions primarily within the physical framework of formal education and toward greater counselor involvement in the business-labor-industry community and in the home and family structure.

3. A change toward emphasizing career guidance in life-style terms and away from the narrowness of functioning that is inherent in the occupational guidance emphasis of the past.

4. A change toward emphasizing the counselor as a major influence on curriculum change and away from a view of the counselor as one who helps students adjust to the existing curriculum.

5. A change toward using the concept of work as a means of helping students acquire self-understanding and personal meaningfulness and away from viewing self-concept and self-actualization in more psychotherapeutic orientations.

6. A change toward helping others use some of the expertise and understandings developed by the personnel and guidance movement and away from attempting to make such data the exclusive province of the counselor.

7. A change toward counselor activity and involvement in the broader environment and away from an emphasis on the counselor interacting with students in a counseling office as the single most important counselor function to be performed (pp. 384-85).

In order for these changes to take place four conditions need to be present:

1. Counselors must want to take an active part in the total career education program. This means the expansion of the career guidance program beyond what has been traditionally provided to students and the active participation in both school and nonschool career education offerings.

2. In-service and pre-service training must be provided so that counselors will be knowledgeable about the career education concept, the career

development process, and consultation skills which will enable them to work with teachers, administrators, and curriculum specialists.

3. Counselors and teachers must be willing to work together, help each other, and share their expertise in order to assist students in their career development.

4. Administrative and other barriers to this type of teacher/counselor collaboration must be abolished. Support from students, parents, community groups and school decision makers must be developed and constantly maintained.

A strong potential for effecting change in this direction exists in counselor education programs. The skills and attitudes described above need to be a part of every counselor's training. Additional in-service training needs to be conducted so that practicing counselors can renew themselves in career development theory and consultation skills. Forward-looking counselor education programs will collaborate with local and state education agencies to develop in-service training programs to meet these staff development needs.

There is, in summary, a great potential for helping students as a result of counselor collaboration with other educators in career education. In order to fulfill this potential, counselors must (a) desire to be actively involved, (b) acquire additional training which will enable them to consult effectively, and (c) work to establish an atmosphere of administrative and collegial support for career education activiti[illegible] and counselor involvement in them.

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School Counselors as Interpreters for and of the Community: New Roles in Career Education

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INTRODUCTION

Once again school counselors are being challenged to become more than what they were in the name of educational reform. But unlike the initiatives preceding it, career education is also insisting that a large part of this transformation must manifest itself beyond the relative safety of the school—in settings populated by strangers.

The risks and the opportunities associated with this challenge—not only for the counselor but for the constellation of community as well—serve as this paper's thesis. Its objectives will be reached if some distance can be traveled toward resolving, as well as understanding, the dilemma of both sets of adults as they grapple with the implications of such terms as collaboration, career development, parent and community involvement, and the business-industry-government/labor complex.

The first section will be devoted to a discussion of certain issues associated with the achievement of true school-community collaboration, presenting them as both theoretical and practical dilemmas confronting school counselors today. The second section will suggest workable prescriptions for these challenges.

PART ONE:
THE ISSUES

THE AGGREGATE COMMUNITY

Community in the abstract can be simplified if one views it through a student's eyes as three sets of establishment adults: school staffs, parents, and employers. (Less clear to that student is a fourth set of adults to be discussed: organized labor.) Taken forward into a career education context, Stein (1977), Herr (1977), Laustaunau (1975), Lehrman (1974), Newton (1974), and numerous others have documented that attitudes the second and third sets of individuals hold about work are far more likely to influence our youth than any efforts expended by the schools—including the most effective infusion of career education concepts in the curriculum.

But according to educators, "parents-in-general" perpetuate both useful and destructive stereotypes associated with race, sex, or ethnic heritage. Not only do they reveal to their children a see-saw resistance to or acceptance of current economic, social, and moral pressures imposed by the larger environment, but also their beliefs about what work is for themselves, and what it should be for their children, are often at variance.

Also according to educators, employers are motivated predominantly by economic factors: economic theory (supply decisions), status theory (hierarchal decisions), maximizing theory (incentive decisions), and human capital theory (present value decisions) . . . in effect, *ceteris paribus*.* If these are skillfully translated by employers into descriptors of a healthy, stable, productive community, they become, in turn, employment principles that tend to screen out certain individuals in favor of others.

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*the more, the better

Unfortunately, these arbitrary portrayals are frequently used by educators as reasons for postponing, if not entirely ruling out, any purposeful dialogue with these groups. Understanding the community's component parts has not been a priority task, nor has its constituent similarity to those who work in schools been remarked.

A firm resolution to correct this myopia still fails to address the agenda we as counselors must examine here, however. If we are to define our roles in efforts jointly engaged by schools and communities in the name of career education, we must gain a sense of what the controversial term, collaboration, means to all who will be involved. In studying a number of these perspectives, it is hoped that the sources from which professional decisions must ultimately be drawn can be substantially enlarged.

COLLABORATION: A NEW FREIGHT FOR AN OLD WORD

With the possible exception of career education itself, no single term associated with the relationship between education and work has provoked more impassioned oratory than has "collaboration." Its introduction into career education's language has succeeded in creating new coalitions across both domains which either firmly oppose it, strongly endorse it, or—in the largest category, have thus far reserved judgment about its implications.

Webster does not draw the sharp distinction between collaboration and cooperation that Hoyt (1973-1979) has gradually urged upon us, yet the latter has effectively established a useful if artificial difference between the two terms that has nourished an ongoing and healthy debate. Essentially, Hoyt is proposing that schools and communities not only share commitment to the delivery of career education but share authority and responsibility for that delivery as well. "Cooperation, on the other hand," he adds, "implies only that two or more parties, each with autonomous programs, agree to work together in making all such programs more successful." (Hoyt, 1976, p. 2).

Stein (1977) distinguishes between community relations and community involvement in much the same way. While neither term is perceived as a negative or polar opposite, choices of "involvement" over "relations" (and of collaboration in our case) imply acceptance of greater risks. Quite simply, these risks relate to the gain (or loss) of control and to the prestige and power of those charged with providing either schooling or an intrinsic confirmation of its worth.

Few individual counselors or educators have elected to declare themselves unequivocally for or against collaboration as defined by Hoyt. This may be so, observes Hensley (1977), because schools have yet to resolve the collaboration issue internally; e.g., the relationship among the counselor, teacher, administrator, and between career and academic education. Or, as put by Porter (1976) it could be simply a case of wanting to sharpen up what schooling can accomplish before we enter into social contracts with business, industry, and labor in behalf of youth. Barlow (1978) on the other hand, finds no difficulty in using the terms involvement and collaboration interchangeably when he describes the kind of intensive school-community relationship that permits students and school personnel to test out their assumptions about work.

Note: *Interestingly, groups of educators: teachers, administrators, and counselors, appear more willing to orally* defend the concept of collaboration in career education, particularly when in company with those who argue against it; c.f., at the 33 two-day mini-conferences on the topic, conducted by the Office of Career Education in 1977-78; the Commissioner's National Conference in Career Educatin (Houston, 1976); The National Team Leadership Conference in Career Education (Vail, 1976) among other occasions. This appears to support the speculation that educators in general find it easier to defend the idea of collaboration against real or imagined adversaries than to seize the initiative in putting it into practice.

THE BUSINESS AND INDUSTRY PERSPECTIVE

Most corporate and management representatives of the national business community's larger enterprises have conveyed an essentially supportive view of collaboration's potential. As potential employers of our youth, they apparently see collaboration as an inevitable consequence of the career education movement. Hensley (1977) lists more than twenty such groups as supporting, either through a publication or an announced company policy, collaboration's underlying principles.

The largest and most well known of these corporations are General Motors, General Electric, DuPont, Shell Oil, IT&T, General Dynamics, and the New York Life Insurance Company. Business-oriented foundations or associations such as the Chamber of Commerce of the United States (COCUS), the National Alliance of Manufacturers, and Business (NAM, NAB), the National Association of Industry-Education Cooperation (NAIEC), and the Joint Council on Economic Education have also come forward with advocacy postures. A publication put out by COCUS (1977), for example, urges local business and industry to provide to the schools

- learning experiences not available in conventional classrooms,
- career exploration experiences well in advance of the student's need to establish and pursue a career goal,
- stations for observation and/or for actual work-study experiences,
- assistance to schools in curriculum design, and
- active representation on Career Education Action Councils.

Yet as Hensley (1977) observed in his discussion, business and industry are, in fact, waiting for educators and counselors to take the initiative. On the one hand, this constituency offers specific help, but on the other hand, it insists that schools must tell them exactly what they want business and industry to do, for how long, and at what cost.

THE LABOR PERSPECTIVE

In contrast to the positive, if muted, support for collaborative efforts voiced by business and industry, labor expresses grave doubts about their acceptance in practice. In a national sampling of the labor communities commissioned by the National Advisory Council for Career Education, Schulman (1977) found that the notion of *cooperation* ad describing support for and recognition of one another's turf was a far more palatable term than collaboration; that this preference did not preclude that community's expressed willingness to work with educators to make career-related programs for youth more purposeful and effective. Schulman cites the work of O'Toole (1975, 1974), Wirtz (1975), Sessions (1974), and Tyler (1973) as corroborating his findings, suggesting that the attention given by educators and counselors to the voice of organized labor in any occasion of educational reform has been seriously deficient in both amount and quality.

Each in his/her own fashion, these writers charge that the schools have ignored labor's history, its demonstrated concern over more than a century for comprehensive and enriching public education, and its historical role of intervention in the worker's behalf. More to the point of this discussion, however, is their reiteration of labor's adamant opposition to voucher plans which would turn certain of education's "obligations" over to the private sector, modifications to minimum wage and child labor laws, or any transformation of education that would place employers in teaching roles. (Paradoxically, these and other similar strategies are being seriously considered by the educational establishment as alternative means for reaching certain work-related objectives).

Schulman concludes his study with a telling observation on the educator propensity for acronyms and their usage. Specifically, he refers to the business/labor/industry/government/education (BLIGE) acronym we have so casually employed as he comments:

> "It would appear to be, at the very least, a tactical error to sandwich 'labor' between business and industry. But it is not merely impolite syntax; career educators may be committing a conceptual sin in this construction. To assume the bonding of these three in a community of interest ignores real sources of conflict between management and labor. Isn't career education asking questions from a predominantly management point of view?" (Schulman, 1977, p. 25).

One must answer Schulman in the affirmative. Labor is a worker's guild, as is the association representing counselors, and in the generic sense, parents must also be included in that classification. While parents may also be "employers," the community abstract employed by career education suggests that they too are guild- or lobby-oriented for (their) children. Education, business, industry, and government, on the other hand, are managers cum employers. However essential each group is to the other, distinctions such as these continue to be made, particularly by those who feel least valued or least understood by educators.

Note: The implications of this forecast have not been lost on career education's leadership. Hoyt has agreed that collaboration may well be the wrong choice of words, that "some other word such as coalition or partnership might be a better one to use." (Hoyt, 1978, p. 48). It may therefore be no accident that in corresponding publications, he has chosen to emphasize coordination over competition, enriched—not alternative schooling, a "no-credit" approach to meeting learner needs, and a continuing belief that career education could serve as one example of how school and community collaboration could be achieved.

THE PARENTAL PERSPECTIVE

Until recently (Laramore, 1979; Hummel & McDaniels, 1979) relatively little attention has been given in the career education literature to the role of parents. Yet those who have followed the evolution of the concept will recall that, in its beginning stages, the "home and family" was considered one of five components undergirding career education's thesis; the others: the school, the community, vocational skill development and career development (Hoyt, Pinson *et al*, 1973). In this interim, considerably more effort has been expended by career education's leaders to develop what may have been perceived to be the more difficult alliances with business, industry, and labor that have been proposed.

But it is part of the conventional wisdom that no major adjustment to the course or content of American education can or will succeed without the consent of parents. Even today, when the traditional home and family unit can no longer be described as two adults and two and one-half children, that influence remains undiminished. The changing nature of that influence, however, has particular implications for career guidance as well as for career education.

Not only are we approaching the time when the "average" parent will be recorded as having nearly two years of education beyond the high school (an estimate that does not account for the growing trend of adults to enroll in continuing education experiences), certain predictions about tomorrow's parents can be made by extrapolating freely from the work of O'Hara (1979), Carlson (1979), Carson and Golding (1978), Carlson and Fullmer (1977), Peterson (1973) and others.

- Parents in the future will likely have more formal education, with involvement in courses such as family living, psychology, sociology. Unlike the parents of the past, they will consider themselves the intellectual equals, if not the superiors, of the teacher or the counselor.

- Parents in the future will tend to be less interested in their children's education than its results: the kind of economic independence that will free them, the parents, to pursue their own objectives in work or in leisure.
- Parents in the future will be more likely to abdicate their traditional lifetime nurturant roles; personal desire, economic necessity, and other shifting values will cause the creation of new parent surrogate systems.
- Parents in the future will be more vulnerable to and influenced by the fluctuating work ethic of their adolescent children; a phenomenon due in large part to the parent's own struggle and absorption with tempting new social freedoms. These freedoms are those from which they may have neither the will nor the energy to exclude even the youngest of their progeny.
- Parents in the future will work harder, but for a shorter time, at parenthood, accepting it as work requiring the same profound attention to detail as does their paid employment. They will be less inclined to conceal job satisfaction/dissatisfaction from their children; indeed, they will be more open to generalizing work behaviors to the home, e.g., the artist less concerned with when the family eats than with the aesthetics of how food looks or tastes.

A number of sober, yet exciting, inferences can be drawn from such a prognosis. Clearly, today's school counselors have been provided a provocative and disturbing agenda dealing with at least one population other than students.

THE BALANCE OF COMMUNITY

As in the terminology associated with prime sponsors for the Comprehensive Employment and Training Act (CETA), all those individuals and organizations not accounted for thus far in this discussion should fall into this category. Not only is this "balance" characterized by considerable power and influence (we ignore it at our peril) it illustrates a more genuinely local array of human resources for career education's implementation.

Youth Groups: Few educators, or counselors for that matter, have given sufficient credence to the combined impact of youth associations; e.g., Scouts, Explorers, Vocational Clubs, Junior Achievement, 4-H, Student Councils, Extension Clubs, Key Clubs, etc. Yet these essentially voluntary commitments on the part of students have required their development of collaborative skills in order to achieve missions particular to their group affiliation. In every sense, these youths—and others who are variously involved either as community volunteers, part-time employees, non-paid interns, or aides to teachers—constitute models for collaboration and peer counseling that have yet to be fully exploited by the schools.

Secular and Non-Secular Community Groups: With the possible exception of the All-Volunteer Armed Forces, a coalition achieving high visibility in the country's secondary schools, few educators have taken advantage of the explicit or implicit support being expressed for career education by certain other key community groups represented at both the national and local levels. Among these are the National Council of Churches, with its recent establishment of a National Center on Christian Studies in Education and Work; Rotary International; the National Council of PTA's; the American Legion, and the Legion Auxiliary; Women's American Organization for Rehabilitation through Training (ORT). Such a list is by no means exhaustive. It does point out to school personnel a representative configuration of concerned adults who—like their counterparts in business and industry—wait patiently for a concerted move in their direction.

Citizen Action and Interest Groups: Into this classification must fall each extemporaneous or ad hoc alliance formed among adults who seek a common goal; typically, one that requires change in the status quo. They could include advisory councils, urban coalitions, consumer advocates, political action groups, environmentalists, feminists, champions of the elderly, collective bargaining groups, etc. Whatever their agenda, e.g., the improvement of the quality of life, or equal rights under the law, those involved in such alliances are distinguished from other adult colleagues by their zeal, political intelligence, and purposeful behavior.

If schools were able to capture these energies, redeploying them toward the prevention of those social crises they are gathered to address, one suspects that something more all-encompassing than the achievement of collaboration would occur.

The Counselor Perspective: More than four years ago, this writer argued that the counseling function in the schools should be viewed as a mechanism or system recognizing and mediating the impact upon students of any externally imposed experience conducted in the name of education (Pinson, 1976). It was further proposed that in the case of career education, the primary obligation was the reinforcement and/or the protection of the learner for whom that particular intervention was designed. While this perspective recognized career education's enormous potential for influencing individual career development in ways not accounted for by traditional career guidance practices, it did not take sufficient measure of the considerably larger human advocacy challenge that has just been described.

It is true that national colloquia on the topic of community involvement in the practice of career guidance are a matter of record in counseling literature. Conferences, journal articles, institutes, and other proofs of recognition that such involvement is critical continue to appear with increasing frequency. Indeed, in a culminating treatise addressed to this issue, the

Association of Counselor Education and Supervision (1976) reaffirmed certain principles associated with the counselor's role in the community, carefully documenting the profession's efforts and publications leading to its recommendations. Among these, five have particular bearing on our topic:

1. Counselor preparation should train counselors for collaborative relationships with other educators, the community, and parents to infuse career education into the curriculum. (ACES, 1976).
2. (The counselor should) serve as liaison between educational and community resource groups (and) . . . participate in efforts to involve the home and family in career education. (APGA, 1975).
3. Not only must counselors assume responsibility for direct career guidance services to students, they must also take responsibility for assuring that a career development emphasis characterize the delivery of career education to students. (ACES, 1976).
4. Competencies necessary (to the counselor) include knowledge of career information resources, skills in helping educators and community personnel integrate goals and subsequent strategies associated with the delivery of career guidance, and consultation abilities. (ACES, 1976).
5. Career guidance is neither a body of content in which volunteers participate at will, nor is it exclusively the province of the school counselor. Yet some one person must be assigned responsibility for its coordination. (AVA/NVGA, 1973).

Buried within these recommendations, however, is the text of a major problem reflected in current research patterns associated with career education. By inference, such "problem" status can also be assigned to future research agendas addressing collaboration. This can be summarized as the paucity of studies that separate out the effects of any providers, including counselors, upon criterion measures.

In his comprehensive review of career education research, Herr (1977) notes that while successful programs tended to evidence considerable community involvement and the bringing together of students and working adults in some direct fashion, no related studies manipulated the independent variables of counselor, teacher, community member, or parent in controlled settings. So while much of the research on career education has been persuasive in its documentation of certain desired effects on students of a pooled impact (Wellman et al, 1976; Watson, 1976; Dreschel, 1975; Behavioral Research, 1975; Vogel & Stumpf, 1975; Prince George's County Schools, Maryland, 1975; Olsen, 1974; Markowitz & Haley, 1973; among others), the data that can both document and clarify distinctive counselor contributions to a collaborative effort (and possibly, contribute to their continuance) are notable by their absence.

For these reasons, it is doubly important that counseling professionals be allowed to document the social as well as the student outcomes associated with their presence, or absence, in the schools. Despite the public's clinging stereotype of the desk-bound paper shuffler whose musings are occasionally interrupted by intimate conversations with students, we know that these professionals have, in fact, made intrepid forays into special education, bilingual education, youth employment programs, vocational guidance and placement, curriculum development . . . all of which, like career education, have exacted specific content as well as process skills.

And herein lies the primary difficulty. Discussion of these expanded counselor responsibilities is confined to our own ranks, to our own scholarly journals. Rarely are these interventions in behalf of students transmitted by either the schools or our profession in a form designed to gain community recognition and support. The result is predictable. Counselors so involved receive minimum workplace reinforcement from their adult peers because the larger community, unaware of their contribution, does not pressure the schools for policy insuring its perpetuity.

The second dilemma, directly related to the first, is the overarching question: will school counselors, as a group adopt a policy of commitment to the community collaboration aspects of career education, to the specification of their primary and secondary responsibilities in such a configuration, and to the implicit role redefinition and expansion it implies?

PART TWO:
IN SEARCH OF RESOLUTION

INTRODUCTION

Perhaps in recognition of the difficulty with which school counselors are perceiving this challenge, Hoyt (1978) has narrowed his descriptors of counselor tasks in career education to two major categories. The first category is that of an educator-infusor, and the second is one of faciitating the use of community resources (p. 7). Yet a seeming reluctance to adopt the first role, and an apparent willingness to consider the second, characterize, with few exceptions, much of our profession's contribution to the career education literature.

McDaniels (1978), Gysbers and Moore (1978), McLean (1976), and Hansen (1976), for example, agree that the student's optimum career development can be facilitated through a number of interventions above and beyond those employed within comprehensive career guidance programs, including those associated with teachers, employers, or parents. Nevertheless, these writers argue against any suggestion that counselors also become directly involved in assuring subject matter relevancy, believing perhaps as Bailey (1976) does that (in pursuing career education's goals)

> ". . . the counselor will assume not only the primary role; that of facilitating career development, but the secondary role: using activities, materials, and

> people from the world of work to make subject matter more relevant. The former is what career education should be all about, while the latter is simply good teaching." (Bailey, 1976, p. 17).

Whether these writers are begging the issue (if not the choice) is moot. Even if those who publish are not necessarily representative of those who counsel in the schools, ambivalence and uncertainty about the scope and depth of the practitioner's role in career education continue to exist.

DE-MYSTIFYING THE PROBLEM

In the first formal encounters planned by the Federal Office of Career Education for school counselors, those in attendance chose the term "orchestration" over facilitation as best describing their liaison roles in career education. On the occasion of those conferences, Hoyt (1976) interpreted that choice as a counselor preference for the power of persuasion over the power of position. A larger sample of today's counselors, while still agreeing in theory to the need to involve the community more fully, appear to be less accepting of the responsiveness of such conclusion, however. They insist that they must also have the "script," the resources, the time, the administrative support, and possibly—the power of position *and* choice they perceive as being too long withheld (correspondence with the author: Minor, March 23, 1979; Burtnett, June 11, 1979).

As if anticipating this apparent stalemate, Herr (1979) suggests that the indirect approach school counselors presently use when consulting or coördinating, e.g., generalizing their impact by enlarging the network of adults equipped to consciously facilitate the development of youth, would be a useful way to begin to conceptualize the collaborative role Hoyt seeks for counselors. Even when the topic becomes more specific, and the adult network becomes more diversified, the inference here is that counselor skills in consultation and coordination are still very much in order.

Given this fundamental reinforcement, the school counselor is then challenged to take the analogy an additional step: communicating these skills in carefully planned and cooperatively scheduled community interactions enjoying an equally high salience and priority with both school and community personnel. The determination of these priorities, their consistency with one another, and their feasibility in terms of known constraints of time and budget are tasks which are, under closer scrutiny, remarkably similar to the counseling intake process. If indeed this hunch is testable, it will be necessary to reexamine both the counselor's and community's postures toward collaboration in career education in light of the priorities or recommendations these two constituencies offer or imply.

BUSINESS AND INDUSTRY'S RECOMMENDATIONS/PRIORITIES

1. Use the business and industry community to validate civic and social outcome measures as well as the work competency indices developed by schools as exit requirements.

2. Utilize community work stations as frequently for observation and exploration by elementary and middle-school-aged youth as for actual work experience at the secondary school level.

3. Restore for youth (and school personnel) the positive aspects of (a) the free enterprise system, (b) the pursuit of excellence, (c) basic economic principles, through competition, and (d) the right to become unequal (ergo, superior) after equal opportunity in the market place is assured.

4. Involve business and industry in ways that further curriculum objectives in all subject areas; i.e., assisting students to conduct a job search in the yellow pages could indirectly increase their reading achievement levels.

5. Confirm the definition of employable skills vs. job skills with workers, managers, and personnel

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officers. Discrepancies found between these groups could effectively argue for direct counselor intevention and assistance in the work setting under study.

Contrary to the implications of current legislation, this community, with the exception of COCUS (1975), does not consider the "other" work experience/exchange expectation of counselors as crucial (see Hoyt, 1976, p. 21). Its members do perceive the counselor as a potential spokesperson for the school and for the student because of "known" attributes of human relations skills and mobility. To them, the "unknowns" are the authority assigned to the counselor through school policy, the creativity and initiative the counselor will display in community contacts and resource development, and his or her capacity to initiate a "jargon-busting" crusade (see Hoyt, *Guidepost*, Dec. 21, 1978; Sakakeeny, 1979, p. 69).

LABOR'S RECOMMENDATIONS/PRIORITIES

1. Ongoing career development programs should more closely reflect the interests and needs of today's adult workers, as opposed to "the child as an adult."
2. Reconsider and revise the framework of work experience to take into account labor's views of economic realities; e.g., more *non*-paid work experience during school tenure.
3. Encourage the infusion of labor studies as part of a comprehensive thrust at all school levels. Involve union representation at the curriculum design level.
4. Lift restrictions, where they exist, to the adult use of schools.
5. Continue to fight for funds addressed to continuing and/or hgher education.
6. Subsidize these activities if and when work experience programs involve unusual costs to the employer.
7. Explore the feasibility of opening up work experience curriculum to include union-sponsored apprenticeships.

Among the eleven learner outcomes described by Hoyt (1978c) as occurring when collaboration is achieved, four appear to be consistent with labor's perspective: the relationship between work and total life style, the adult worker as role model, transferable skills, and the concept of volunteerism (as embodied not only by non-paid work experience but by, in labor's view, active involvement in social change). Less tangible to the reader will be those methods that can best reconcile the divergent perspectives of business and labor. It may be as simple as identifying a youth problem that is defined similarly by both, i.e., unemployment, drug abuse, school violence, citizenship development, etc.

PARENT RECOMMENDATIONS/PRIORITIES

1. Do not usurp the role of the family in creating values. The counselor's part is to complement this phenomenon, not only by providing direct family guidance when requested, but by involving the entire home support system in the counseling (educational) process.

2. Tap parental interests, talents, and frustrations as they relate to their own jobs. It is not inappropriate, and it could be useful, to include such probes when the child's tentative career goals and related aptitudes are being discussed.

3. Show parents how to involve their children in creative work projects at home—complete with planning, budgeting for task, role assignments, "time off," and final evaluation.

4. Provide information to parents on the recorded or displayed interests and abilities of their children. Rather than placing job "realism-unrealism" designations on these interpretations, explore with parents any discrepancies they see between these observations and their own expectations.

5. Provide more than "on the job" training in parenting, consumerism, economics, and homemaking for both sexes. If lecture series provided by school

personnel on these topics are perceived as condescending, the counselor should consider the honorable subterfuge of pairing the adolescent learner with the "peer counselor" parent on such occasions.

6. Meet parents more frequently on "neutral" ground, e.g., neither the school nor the home. Their multiple roles as workers, volunteers, club or advocacy group members, elected officials, as well as the children of still other parents are often their preferred choice of identification and recognition by the schools.

COUNSELOR RECOMMENDATIONS/PRIORITIES

This section will present three views of the counselor's role in community collaboration: one from a national sample of counselors, one presented to counselors by Hoyt (1979), and a suggested consolidation of these views.

A. National Counselor Sample Response

1. This is a legitimate, even desirable, role for school counselors. It is also impossible to carry out unless our present workloads are significantly reduced.
2. Direction, support, and released time for (these) activities need to be provided by (school) administrators.
3. Counselors need to work in their (present) areas of expertise: behavior, development, adjustment, etc.
4. Career education and the community collaboration it requires may not be a top priority with some counselors. This task may well be to determine why this is so.
5. Communication skills are the key to collaboration. These skills are dormant in our ranks and are in desperate need of upgrading.
6. Some of us *are* doing these things: information sharing, shadowing, etc., but largely without recognition and/or revised administrator expectation.
7. A full-time career education coordinator at the building level is needed to fulfill this important function.

8. Community collaboration must be a credentialed part of the school counselor's role. Unless career education is an announced and pursued policy of the school, this is not likely to occur.

9. We need additional in-service training and/or extended sabbaticals or externships to increase our familiarity with existing community resource systems.

10. Many of us are waiting for the authority to establish more outreach programs for adults in the community.

The reader may wish to refer again to p. 44, where certain causes for these reported viewpoints are suggested. One could speculate that while counselors in general may complain about the increased burdens associated with school level mainstreaming of the handicapped (cf. regulations per P.L. 94-142), they could well be more accepting of this "no choice" situation than with the forced choice they perceive on our topic.

B. The U.S. Office of Career Education, Revisited

On the occasion of the 1979 Convention of the American Personnel and Guidance Association in Las Vegas, Hoyt (April 1) spoke by way of conference call to a large assembly of counselors. It can be assumed that a majority of these practitioners had made, or were considering, a considerable professional investment in the future of career education. Because Hoyt's remarks departed considerably from his earlier challenge to school counselors to, in effect "create the link between schools and the community, or surrender the task to someone less familiar with the career development needs of youth (sic) . . ." (*Guidepost*, December 21, 1978) they are worthy of discussion.

In what was essentially a plea to the profession to review its initial reason for being, Hoyt described the similar (and subsequently divergent) paths both guidance and career education have taken. They are paraphrased as follows:

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1. **Historical similarities:** . . . The guidance and career education movements, in terms of their beginning, share three common elements: a concern for education/work relationship problems facing persons in our society; a developmental premise focused on terms such as informed choice, community-wide, lifelong, teaming, etc; and their characterization as system solutions which are anticipatory as opposed to remedial in nature . . . (Hoyt, this volume, paraphrase).

2. **Historical divergencies:** . . . The trend established by the guidance movement in 1938 to measure its effectiveness by way of accounting for the *number* of counselors employed has superseded, with a few recent exceptions, other means of determining impact. The terms counselor and counseling dominate, connoting specific social missions to be achieved by this professional alone . . . (Hoyt, this publication, paraphrase).

3. **Consequences:** . . . If professional counselors are now to make decisions regading the extent to which they will be involved in career education, they will need to place a value on the importance of (a) employability skills for youth, (b) the benefits of community involvement, (c) establishing a collegial effort with supporters of career education that is responsive to each new educational mandate proposed; e.g., sex equity, back to basics, needs of minority persons, etc., and (d) the restoration of dignity, respect, and personal meaning for two key words: education and work . . . (Hoyt, this volume, paraphrase).

C. A Midview

1. Only to the degree that guidance processes and practitioners are seen as important elements in the struggle to meet social, economic, and occupational priorities at the national, state, or local level, will they be supported. (Herr, 1979, 10).

2. School-based vs. community outreach; can we afford to restrict our activities to a school between the

hours of 8:00 a.m. and 3:00 p.m.? I think not. Education is seeing an explosion of alternatives in learning approaches. If we are to have credibility, we, too, must extend our activities and our work hours and be wherever learning takes place. (Hays, 1979, 35).

3. The combination of counseling with or through the use of indigenous role models who embody the achievement of educational and occupational goals will ultimately be recognized as the single most effective procedure that can be employed to motivate and capacitate inner-city youth. (Paulsen, 1976; Ivey, 1979, *in press*).

4. Schools as we know them have become too large and too powerful in determining the lives of persons, too absolute in predicting and classifying their destinies. But if I argue for a secondary school system that empties itself as rapidly as possible, I also argue for the kind of counselors who seek the broadest possible opportunities for learning for an ageless and aging population; who will serve as brokers for and inventors of new social institutions equally devoted to learning. (Green, 1979, *in press*).

In consideration of these and other future-oriented perspectives to which they have been exposed, school counselors might well conclude that the task is enormous and beyond the scope of their training. Such conclusion probably is correct. But if the required skills transcend the professional counselors' abilities, knowledge of their location in others and the means for their subsequent exploitation in behalf of youth need not be out of reach.

However, should school counselors accept the new role of the community's sociologist, historian, and translator to school personnel as well as to students, they will be "counseling" no less—and very strictly—with far greater impact. The agendas of educators, parents, employers, union members, and myriad other community groups *are* different, complex, and often correctly and diametrically opposed. But they need no

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apologist. *What may be of the most importance in the long run is that some individual appear regularly in their midst who can help restore for each of them the promise of their children.*

SUMMARY

It would be difficult to dispute the validity of each perspective shared throughout this entire narrative, and it is not necessary or appropriate to do so. On the contrary, because today's school counselors are on the threshold of what many are describing as either the threat of extinction or a more precise accountability to an increasingly cost/benefit conscious society, they will wish to weigh each disposition presented with care and with dispatch. Certain points made in recent literature serve to bear out this sense of urgency. The criterion for the selection of each topic and its paraphrase here is not the use or appearance of the term career education, but rather the capacity of the topics for bringing home to the reader both the inevitability and the magnitude of what must be new roles for school counselors in the decades ahead.

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Career Education, Career Guidance, Career Development the Role of the School Counselor Bibliography

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This bibliography represents the materials which were identified, collected, and reviewed by the staff and consultants of the School Counselor and Career Education Project. The bibliography focuses on the concepts of career education, career guidance, and career development and how each relates to the guidance and counseling function.

Requests for definitions and statements on the role of the school counselor in career education, career guidance, and career development were directed to state and local education agencies, professional organizations in the field of education, and related public and private organizations expressing an interest in career education. The literature search was concentrated in the professional libraries of the American Personnel and Guidance Association, the American Vocational Association, the National Institute of Education, the Educational Resources Information Center on Counseling and Pupil Services (ERIC/CAPS), the Educational Resources Information Center on Adult, Career and Vocational Education and the Office of Career Education of the U.S. Office of Education.

The bibliography is divided into the following categories: 1) Books; 2) Periodicals; 3) Pamphlets, papers, reports, brochures, miscellaneous; and 4) State and local plans.

The materials are indexed for the following five subject areas: 1) preparing the counselor, 2) grade level, 3) collaboration, 4) program planning, and 5) counseling with special populations. These listings are further subdivided by specific subheads (e.g., collaboration—teachers, collaboration—community/business). When the content can be specifically identified in the publication, page numbers are listed, but when the information contained in the reference is extensive or general no pages are specified.

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